

# ENGLISH FOR TODAY

## FOR CLASS - 7



NATIONAL CURRICULUM & TEXTBOOK BOARD  
DHAKA



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# ENGLISH FOR TODAY

For Class Seven

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## PREFACE

A nation needs a dynamic education system to meet the needs of life and time. For this reason, after the liberation of Bangladesh, new textbooks were developed on the basis of the recommendations of the National Curriculum & Syllabus Committee.

'English for Today' for class seven was evaluated and rewritten by foreign consultants and local experts. Individual lessons were trialled in secondary schools, government and non-government, urban and rural, in different parts of the country during 1993. This was followed by a syllabus and textbook revision workshop held for secondary school teachers and English Language specialists at the National Curriculum & Textbook Board in Dhaka after which further revisions were made.

The evaluated and modified textbook was introduced in the classroom in 1997. Development of curriculum, syllabus and textbook is a continuous process. With the change of time revisions, changes and corrections of textbooks have become necessary. To face the challenges of the new century, this book has recently been rationally evaluated and revised by a group of experts - curriculum specialists, subject specialists, teacher trainers and classroom teachers. Attempts have been made to make the book free from errors and mistakes as far as possible. Illustrations in the book have been improved to make them more relevant and helpful to understand the content.

The main aims of the revised textbook are :

1. to introduce effective communicative techniques, integrated with existing well-tried traditional methods.
2. to provide adequate practice in language skills: listening, speaking, reading and writing.
3. to include adequate elements of communicative grammar.
4. to integrate such grammatical elements with language skills so as to make the grammar genuinely functional.
5. to suggest a clear teaching methodology within the framework of actual lessons.
6. to create more opportunities for interaction (between teachers and students, and students and students).
7. to adapt the existing topics so as to make them both more interesting and acceptable.
8. to introduce an integrated 'workbook' element in order to develop writing skills at an appropriate pace.

We hope the revised textbook will meet the real needs of the students and teachers and eventually result in more effective teaching and learning of English.

In order to use the new textbook more effectively and cope with any new elements, a teacher's guide is now being tried out in selected schools and is expected to be distributed as soon as possible. The guide aims at providing practical help by explaining new elements and suggesting how the materials can be presented in the classroom. It is also hoped that the guide will stimulate fresh ideas as well as enable teachers to plan lessons more effectively and teach more communicatively. Consequently, the guide does not provide a teacher's 'script', but presents those principles that underline a communicative methodology so that they may be more easily understood and applied.

Without a new examination system, teachers would have difficulties in giving their students suitable examinations based on a communicative methodology. So, sample examination questions that test students' language skills (rather than their ability to memories) have been incorporated in the teacher's guide. It is hoped that these questions will help teachers make up their own by providing examples of appropriate communicative language testing.

Our aim is to reach the textbook to the students in due time. Because of time constraint, the book has been printed hurriedly. For this reason, there might remain some mistakes. Any rational and constructive suggestion for the improvement of the textbook will be welcomed and incorporated in future editions.

I am grateful to all who worked hard for evaluating the textbook and were involved in different stages of printing.

All our efforts will be fruitful and meaningful if the book serves our desired purpose and helps students and teachers in effective teaching and learning of English.

Professor Md. Mostofa Kamal Uddin  
Chairman  
National Curriculum & Textbook Board  
Dhaka

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## Unit One : Diaries &amp; Events

## Lesson 1

## Samira and Karim

A Talk about the picture and read the passage.



This is Samira. She is twelve years old and is a student. She lives in a village near Sonapur. At the moment she is sitting under a mango tree in her yard, reading a book. It is a small blue book. Her cousin, Karim, is also there. He is a student too. He is standing and looking at some flowers in the garden.

Karim doesn't live in the country. He lives in Sonapur, but at the moment he is staying with Samira's parents. He likes it there, because it is peaceful and quiet.

B Ask and answer the questions.

- |   |                                  |   |                          |
|---|----------------------------------|---|--------------------------|
| 1 | Where is Samira?                 | 5 | What is he doing?        |
| 2 | What is she doing at the moment? | 6 | Where does he live?      |
| 3 | Where does she live?             | 7 | Where is he staying now? |
| 4 | Where is Karim?                  | 8 | Who is he staying with?  |

C Fill in the gaps. Use the correct form of these verbs :

stay      read      look      like      stand      sit

The first one is done for you.

Yesterday afternoon Laila sat under a banyan tree and ..... an interesting story book. She ..... story books and ..... one every month. Her sister, Salma, was ..... with her. Salma ..... small animals. She ..... near Laila and ..... at the chickens and ducks in the yard. Then she also..... under the banyan tree with Laila and ..... a book.

## Lesson 2

# Samira's Diary

A Talk about the picture and act out the dialogue :



Karim is talking to Samira

Karim : Excuse me, Samira. What's that little blue book?

Samira : Oh, it's my diary, Karim.

Karim : Did you make it?

Samira : I only made the cover.

Karim : It looks very nice.

Samira : Thank you, Karim. Have you ever written a diary?

Karim : Yes, but I don't write it every day.

B Ask and answer the questions.

- 1 What was Samira's blue book?
- 2 Who wrote it?
- 3 What did it look like?
- 4 Have you ever written a diary?

C Ask and answer questions.

- 1 Look at the picture.
- 2 Then use the table to ask and answer questions about it.

Does	the mangoes		handsome?
Do	Samira		well-fed?
	the vegetable garden	look	beautiful?
	the chickens		large?
	Karim		neat?

Example : Q Do the mangoes look large?

A Yes, they do.

3. Now write 5 true statements about the picture in your exercise book like this:

Example : 1 The mangoes look large.

D Ask and answer questions :

- 1 Think of some things you saw on your way to school today.
  - 2 Then take it in turns to ask and answer questions about them like this:
- Q What did you see on your way to school today?
- A I saw a garden.
- Q What did it look like?
- A It looked untidy.
- Q Have you ever seen a tidy garden on your way to school?
- A Yes, I have/ No, I haven't.

### Lesson 3

## Lucy's Diary : Part 1

- A Talk about the picture, look at the questions, and then read the passage.

1. Who is Lucy Brown?
2. Where does she live?
3. What did she send to Samira?

The next day Samira was reading her diary again under the mango tree. Karim saw her and asked Samira, "Why do you write a diary?"

Samira showed Karim a letter. "I received this a few days ago. It's from my pen-friend. She's Australian. Her name's Lucy Brown." "How old is she?" asked Karim. "Twelve, the same as us," Samira replied. "She lives in Sydney."

"Sydney?" asked Karim. "What's that?" "It's a city in the south-east of Australia," Samira explained. "Lucy has sent me a picture of it. It looks very beautiful. There are lots of tall buildings and it's by the sea."



Sydney

- B True or false? If false, give the correct answer.

- 1 Samira was reading a letter under the mango tree.
- 2 Samira showed Karim her diary.
- 3 Samira has an Australian pen-friend.

- 4 Lucy Brown comes from England.
- 5 Samira has a picture of Sydney, Australia.

**C Complete and make sentences :**

- 1 Complete the passage.

Karim looked at the postcard. "The buildings look very modern", he said.  
"And the sea looks....."

- 2 Now look at the picture.

Then ask and answer questions from the table below.

How do the	boats ships buildings people	look?
------------	---------------------------------------	-------

Example : Q How do the buildings look?

A I think they look very modern.

- 3 Now write two true statements down like this :

Example : 1 I think the buildings look very modern.

## Lesson 4

### Lucy's Diary : Part 2

A Talk about the picture and look at these questions. Then read the passage.

- 1 When did Lucy's parents go to Australia?
- 2 Why did they go there?
- 3 What did Lucy's mother keep?

Samira is talking to Karim :

"During the Second World War Lucy's parents lived in London. In March 1944 they lost their house and all their belongings. After the war, in August 1947, they left England and went to Australia. They wanted to live there."



"Mrs. Brown, Lucy's mother, kept a diary during those years. One day Lucy saw it and read it. She liked it very much. Now she's keeping her own diary. She has written to me about it in her letter. So now I'm also keeping a diary." Karim said, "What have you written in it? Can you show it to me, please?" "Of course," replied Samira, and so she showed her diary to him.

Now ask and answer questions 1-3

**B** Fill in the gaps with suitable words. The first one is done for you.

Lucy's mother is talking to Lucy :

"Many years ago we lived in England. During the Second World War we lost our house and all our things. So, after the war, we left England and came here, to .... During those years ...kept a diary."

"Yes, I know," said Lucy. "I've..... it." "Did you .....it?" asked Mrs Brown. "Yes, I did, and ... I'm keeping my own diary," Lucy said. "What have you... in it?" asked her mother. "I'll show you," Lucy replied. "Have a look!"

**C** Make sentences.

1 Look at Tables 1 and 2

Table 1 : Months of The Year <sup>1</sup>

January	July
February	August
March	September
April	October
May	November
June	December

Table <sup>2</sup>

visit
play
stay with
make
write
read

2 Now use the tables to ask and answer questions like this:

Q What did you do during January?

A I played hockey with my school friends.

3 Then write down what you did during any six months of the year.

Example : 1 During March I stayed with my uncle and aunt in Mymensingh.

---

1. Memories the months of the year if you don't know them already.

## Lesson 5

# The Diary Of Anne Frank

### A Read and match.

- 1 Read the sentences.
  - 2 Then match them with the pictures below.
- A A bomb has just landed on Mr and Mrs Brown's house.  
B Mr and Mrs Brown have just arrived in Australia.  
C Mrs Brown has just collected a book from her library.  
D Samira has just received Lucy's letter.



- 3 Now point and ask and answer questions like this :
- Q What's just happened?  
A A bomb's just landed on Mr and Mrs Brown's house.  
Q When?  
A It's only just happened.

B Now act out the dialogue and answer the questions on it. Mr and Mrs Brown are at their new home in Sydney.

Mr Brown : Why are you looking so sad?

Mrs Brown : I've just read a very sad book?

Mr Brown : What's it called?

Mrs Brown : The Diary Of Anne Frank.

Mr Brown : I've never heard of it.

Mrs Brown : It's the diary of a young Dutch Jewish girl. She died in the war. It's a very sad story, but very interesting. I found it in the library. It's a new book, and they have only just received it.

- 1 Why is Mrs Brown looking sad?
- 2 Who was Anne Frank?
- 3 What did she write?
- 4 Has she just received it?
- 5 Who has only just received it ?

C Game :

What have I just done?

- 1 Think of some things you like doing.
- 2 Then mime one of them, and take it in turns to ask and answer like this :
  - A Guess what I've just done?
  - B You've just written a letter.
  - A No, guess again.
  - B You've just done your homework.
  - A Yes, that's right. Now it's your turn.

## Lesson 6

# Sonapur

A Look at the picture and read the passage.

Samira has just started to keep her diary.  
This is what she has written in it :

January 24, 1981.

Today I am starting my diary and am thinking about myself. I was born on May 12, 1968 in this village near Sonapur I have lived here all my life.

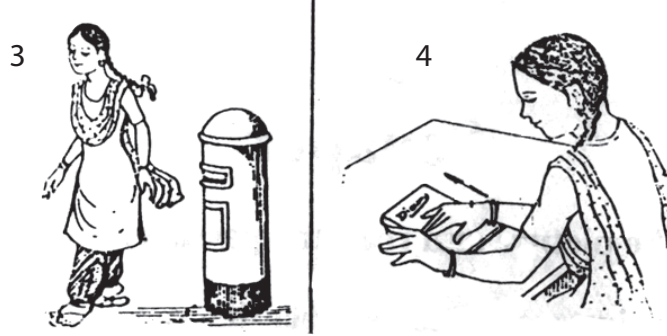
Sonapur is a thana in Rangpur district. We call it 'the town', because it has shops, a post office, a police station, a bank and many offices. This morning I went there with my cousin, Laila. We walked to the river and crossed it by boat. Then we walked to the post office. In the post office we bought some stamps. Then I posted my letter to Lucy. After that we returned home. Now it is 12.30 pm. I have just eaten my lunch and am writing my diary.



B Now look at the pictures and say what Samira has just done :







C Now write short answers to these questions :

- 1 Who keeps a diary in this textbook? (Write down the names of four people)
- 2 Did Samira keep a diary during 1980?
- 3 During which month and year  
(a) was she born?  
(b) did she start to keep a diary?
- 4 During which month and year were you born?

D Read and listen to the poem. Then ask and answer the questions about it.

I Remember <sup>2</sup>

I remember I remember  
The house where I was born,  
The little window where the sun  
Came peeping in at morn.

I remember, I remember,  
The roses red and white,  
The violets and the lily-cups,  
Those flowers made of light.

- 1 Do you remember the house where you were born? (if you do, say something about it.)
- 2 What are roses, violets and lily-cups?
- 3 The last line of the poem means that 'Those flowers' were very.....
- 4 What is the national flower of Bangladesh?

2. Memorise the poem for home work.

## Lesson 7

# Laila

A Look at the picture and read the passage.

Samira has a cousin called Laila. Now she is a student and goes to college. She lives in Sonapur near the Agrani Bank. Five years ago, Laila came to Sonapur from a small village not far from Samira's on the other side of the river. From her window she could see the river. It flowed down from the hills near the border of Rangpur district. She liked the river very much, because it looked very beautiful.



One day Laila's father said, "Laila, tomorrow we'll visit your uncle and aunt up in the hills. First, we'll cross the river by boat. Then we'll walk there. It's a long journey, so we'll leave early."

Laila looked very happy and excited. She wanted to visit her relatives and walk in the hills.

B Complete these statements.

- 1 Laila lives in ..... now.
- 2 Five years ago she lived near Samira's .....
- 3 The..... flowed near Laila's house in the.....
- 4 Laila's relatives lived in the.....
- 5 Laila's uncle and aunt didn't live ..... her village.

C Choose the correct statement.

- 1 Laila has lived for five years
  - a in Sonapur.
  - b on the other side of the river.
  - c in a small village.
- 2 Laila's uncle and aunt lived
  - a near Sonapur.
  - b near the Agrani Bank.
  - c in the hills.
- 3 Laila's father wanted to leave the village early because
  - a they must cross the river
  - b their relatives didn't live near
  - c they must walk.

- 4 Laila looked happy because she liked  
 a the river.  
 b her small village.  
 c her relatives.

D Complete the table about what you will do tomorrow.

Tomorrow I will	get up at ..... o' clock. go ..... study ..... return ..... ..... bed at .....
-----------------	--

Now write out the sentences to make a paragraph. Begin like this :

Tomorrow I will get up at ..... o'clock. At .....

## Lesson 8

# Laila's Diary

A Look at the picture, read the questions, and listen to the story.



- 1 Who asked Laila to keep a diary?
- 2 What did Laila want to write about?
- 3 Why couldn't she write about it?

B Now listen to the passage again and ask and answer the questions.

- 1 First listen to paragraph one and answer these questions.
  - a Where was Laila standing?
  - b Who did Laila visit?
  - c Why did Laila's aunt ask her to keep a diary?

2 Now listen to paragraph two and answer the questions.

d What did Laila ask for ?

e Who did she ask?

f Where did she ask for it?

3 Now listen to paragraph three and answer the questions.

g What could Laila see from her window?

h What things did she remember?

i What did she begin to do?

C Read the paragraph.

The sentences are in the wrong order.

She was very happy. There were many trees there and it looked very beautiful. Sometimes they went fishing and caught many fish. Five years ago Laila visited her aunt and uncle. Laila also went to the river and caught a large fish. Laila's uncle and aunt's house was near the river. They lived in a small village up in the hills.

Now write them in the correct order in your exercise book.

## Lesson 9

# A Picnic In The Hills

A Read Laila's story.

What Laila wrote in her diary : Part 1

Last week my father and I wanted to visit my aunt and uncle up in the hills. "Laila, tomorrow we must leave early. It's a long way to my brother's village," my father said. I was very excited and couldn't sleep. In the morning I packed my bag and helped my mother in the kitchen. "You can take this food with you," she said. "You must eat well. Here's some drinking water too."

We crossed the river and walked up into the hills. There were many tall trees there. Sometimes it was quite dark, so we couldn't see the path. But I wasn't frightened. Every hour we stopped and drank some water. Then we stopped by a small river and ate our chicken biriyani and cakes.

After our picnic, we rested for half an hour. Then we walked again. After two and a half hours, we came to my aunt and uncle's village. They looked very happy to see us. "Welcome," they said. "Sit down and have a rest. You look very tired." I was very tired, but also very happy.

**B** True or false? If false, give the correct information.

- 1 It is a long way to Laila's uncle's village.
- 2 Laila's mother cooked some food for her husband and daughter.
- 3 Laila was frightened of the dark.
- 4 Laila and her father ate their picnic up in the hills.
- 5 They walked for two and a half hours.

**C** Make sentences.

What things could Laila do?

Use the clues to write 3 answers :

a help/cook                      b walk/long way                      c carry/heavy bag

Begin like this:

- 1 Laila could help her .....

**D** Now ask and answer questions about Laila and yourselves like this:

- A What things could Laila do?  
 B She could help her .....  
 A Yes, that's right. Can you do that?  
 B Yes, I can/No, I can't. How about you?  
 A Yes, I can/No, I can't.  
 B What other things could Laila do?  
 A She could .....

**E** Now write down 2 more things you can do and 2 that you can't (but not the things in C & D above).

Begin like this :

I can (1).....

(If there is time, you could ask and answer about these things as in D above).

## Lesson 10

# Ghosts!

A Talk about the picture and continue reading Laila's story.

What Laila wrote in her diary : Part 2

I rested for an hour on the veranda. I could see the other village houses and many trees. The trees were very big, but the village houses were very small. Soon it was night in the hills. Then my aunt gave me some supper. I ate it and went to sleep.

At midnight I woke up suddenly and heard a sound near me. What was it? I couldn't see anything. Where was I? Then I remembered. I was up in the hills. Some people are afraid of the hills. My friend, Selina, said, "Don't walk in the hills, Laila, there are ghosts there." I heard the sound again. Was it a ghost? I was very afraid and began to cry.



"What's the matter?" asked my aunt. "I'm afraid," I replied. "I can hear a sound. Listen! Can you hear it?" "Yes I can," she replied. "Is it a ghost?" I asked. "No, it's only an owl," my aunt replied. "Now go to sleep, Laila. you're very tired after your long walk."

B Ask and answer questions. First complete the questions. Then answer them.

- 1 What ..... Laila see from the veranda?
- 2 Why ..... she see anything later on?
- 3 What ..... she remember?
- 4 What ..... Selina afraid of?
- 5 ..... Laila's aunt hear anything?
- 6 What ..... she hear?
- 7 ..... you ever heard one?
- 8 ..... you afraid of ghosts?

C Now write out your answers in the gaps to make two paragraphs. Write the paragraphs in your exercise book.

Laila ..... veranda. But at midnight she ..... "Where am I?" she asked. Laila heard a sound near her. Then she ..... Her friend, Selina, ..... Laila asked her aunt, "Can you hear ..... anything?" ..... What was it? She.....  
..... I have ..... and I'm ..... them.

## Lesson 11

# The Liberation War : Part - 1

A Look at the questions about the picture. Then read the passage.

- 1 What are Samira & Laila doing?
- 2 How old are they in the picture?
- 3 What year is it?

In the pictures for the first two lessons in this unit Samira is only twelve years old. That was eleven years ago in 1981. Samira was in Class 7 and first started her diary then. It was ten years after the Liberation War. Now, in 1992, she is twenty-four years old and goes to the same college as Laila in Sonapur.



Eleven years ago Samira and Laila had an interesting conversation with Samira's parents. It was about the Liberation War. They wanted to know about it. Samira couldn't remember much and Laila couldn't remember anything. So they asked Samira's parents some question about it.

Now answer the questions about the picture.

B Ask and answer questions about Samira and Laila.

- 1 When did Samira first start her diary?
- 2 How old were Samira and Laila then?
- 3 What class was Samira in 1981?
- 4 How old is Laila now?

C Now ask and answer questions about yourselves.

- 1 When were you born?
- 2 When did you first start school?
- 3 How old were you then?
- 4 When did you start secondary school?
- 5 How old were you then?
- 6 How old are you now?

D Now complete the paragraph about your partner. Use all the information s/he gave you in C above. Write it in your exercise book.

(Name of partner).....was born in (date of birth) <sup>3</sup> ..... s/he first started school in (date) ..... when s/he was (age) ..... years old. s/he started secondary school in (date)..... when s/he was (age) ..... years old.

Now s/he is (age) ..... years old.

## Lesson 12

## The Liberation War : Part 2

A Read and act out the dialogue.

Samira and Laila are talking with Samira's parents on the veranda of Samira's house.

- Samira : Lucy's mother kept a diary during the Second World War. Did you keep one in 1971 during the Liberation War, mother?
- Mrs Dewan : Yes, I did, Samira. But I'm afraid I've lost it.
- Laila : Can you remember anything about it?
- Mrs Dewan : Yes, it was a great war. Everyone wanted to do something for the country. It was a glorious time.
- Laila : Do you remember any particular incident?
- Mrs Dewan : Yes. I remember one event. There were lots of shouts and bangs outside one night. Samira wanted to look out, but we didn't let her.
- Samira : Why not ?
- Mrs Dewan : Because it was very dangerous.
- Mr Dewan : In fact we all hid under the bed and the next day we left our village and went to yours, Laila. We stayed with your family for two or three months. You were only two years old then.
- Laila : I know. I can't remember anything. When did the war end?
- Mr Dewan : After nine months 'fierce fighting, our freedom fighters became victorious.

B Choose the correct statement.

- 1 Samira's mother lost her diary
  - a during the Second World War.
  - b when she was nine.
  - c after the Liberation War.
- 2 Samira wanted to look out because
  - a of the noise.
  - b of the danger
  - c of the dark.
- 3 Samira and her family hid under the bed because
  - a Samira looked out of the window.
  - b it was dangerous.
  - c they were tired.
- 4 They went to Laila's village because
  - a it was safe.



- b Laila's family were there.
  - c it was day-time.
- 5 Laila couldn't remember
- a her village.
  - b Samira's family.
  - c the war

### C Ask and answer question

First write down two or three important events that you remember in your life.

Then ask and answer questions like this :

- A Can you remember an important event in your life?
- B Yes, I can. I remember .....  
How about you?
- A Yes, I remember .....  
Can you remember any more events?
- B Yes, I remember.....

## Lesson 13

# My Own Story

- A Complete the table. (You can use information in lessons 3, 4, 6, 11 & 12.)

Table	
Year	Event
1939	The Second World War started.
	A bomb fell on Lucy's parents' house in London.
	Lacy's parents left England and went to Australia.
1968	..... and ..... were born.
1969	Laila was born
1971	
	Samira started her diary
1986	Laila visited her.....up in the hills
	and started her diaryShe was ..... years old.

Then check the table with your partner like this :

A What happened in 1939?

B The Second World War started. When did a bomb.....?

A In (date) ..... When did they .....?

B Now make a table about yourself.

Make a table about yourself like the one in A. Use the information in Lesson 11, C, and two of the things you remembered in Lesson 12, C.

C Then write a paragraph about yourself.

Look at Lesson 11, D. Write a similar paragraph. Include all the information in the table about yourself in B. Begin like this :

My name is (name) ..... and I was born in (date) .....

## Lesson 14

# A Journey By Train

A Talk about the picture and read Samira's story. Samira's diary :  
January 29th 1981

A very important event in my life happened last week. I went on my first train journey! I travelled with my parents and brother, Bashir, to Khulna. My uncle lives there. We left home early in the morning and went to Rangpur. We bought a ticket at the railway station and got into the train. Suddenly the train blew its whistle and it jumped. Then the train started.

The train went very quickly towards Khulna. And I thought that the trees, houses, people and stations went quickly back to Rangpur. I was very excited. I wanted to put my head out of the train window but my parents didn't let me. "It's dangerous," they said, "Just look." I enjoyed my first train journey very much.



B True or false? If false, give the correct information.

- 1 Samira's uncle lived in Rangpur.
- 2 Samira, Bashir and their parents have been to Khulna.
- 3 The trees, houses, people and stations all returned to Rangpur.
- 4 Samira put her head out of the train window.
- 5 She enjoyed her first train journey

- C Ask and answer questions.  
Complete the questions. Then ask and answer them.

Questions	Answers
1 Who ..... the passage?	Sarmira did.
2 ..... did she ..... ?	Her diary.
3 What ..... she ..... about?	A very important event.
4 ..... did she ..... to Khulna ?	To see her uncle.
5 Why did she ..... ?	Because the whistle blew.
6 ..... did the train ..... ?	Very quickly.
7 Why didn't Samira's parents .....?	Because it was dangerous.
8 Samira put her.....?	out of the window.

- D Ask and answer these questions about yourselves.

- 1 Have you ever travelled by train?
- 2 Have you ever been to Khulna or Rangpur?
- 3 Which (other) places have you been to?
- 4 Did your parents let you go by yourself?
- 5 How did you travel?

- E Then write your partner's answers in your exercise book like this :

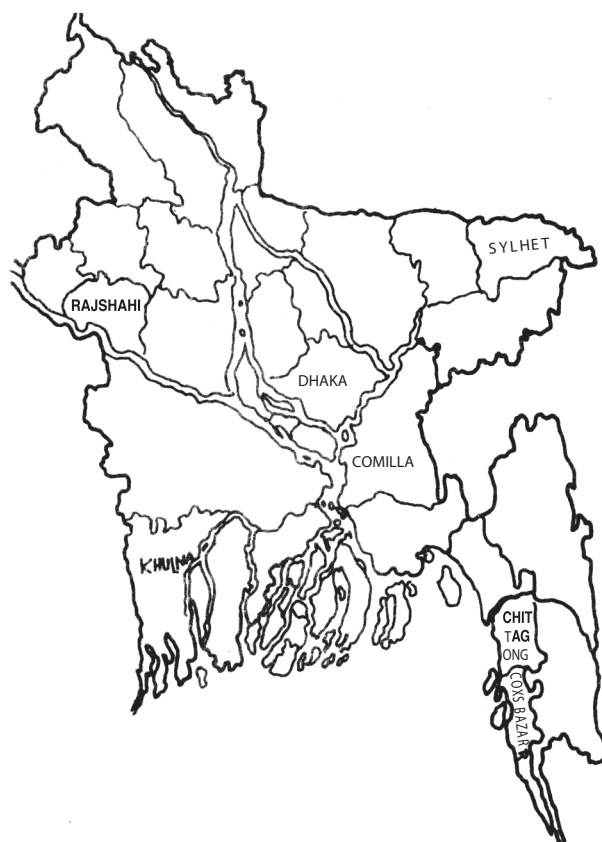
- 1 (name of partner) ..... has .....
- 2 S/He has .....
- 3 S/He has also .....
- 4 S/He went by .....
- 5 S/He travelled to .....

## Lesson 15

# Travelling In Bangladesh

- A Look at the map of Bangladesh and the questions.  
Then listen to the passage.

- 1 Who travelled in Bangladesh?
- 2 How did they travel?
- 3 Where did they go?



B Now listen to the passage again and complete the table.

Table

Year	Month	Person(s)	Place(s)	Transport
.....	March	Samira and Laila	Dhaka	.....
1988	.....	Salma, Laila & Samira	.....	Train
1989	April	.....	Khulna	.....
"	"	Laila	.....	.....
1991	.....	Lucy	.....	Plane.....
"	"	Lucy, Samira and Laila	...Comilla	Train &
"			and.....	Bus

C Fill in the gaps in the passage with the following words:

strange diary transport tired relatives journey

In January 1991 Lucy flew from Australia to Bangladesh. Samira and Laila met her at the airport in Dhaka. "Did you have a good ..... ?" they asked. "Oh, yes," replied Lucy, "But now I'm very ....."

Samira and Laila took Lucy to the house of one of Laila's..... It was near the airport. Suddenly Lucy saw something ..... "What's that? " asked Lucy. "It's a rickshaw, " explained Samira. "Don't you have them in Australia? " "No, " replied Lucy, "I haven't seen that kind of.....before. I'll write about it in my ..... this evening ."

## Lesson 16

# What Are You Going To Do?

A Make sentences using going to

1 Look at the last sentence in Lesson 15, C.

You can write the same sentence like this :

"I'm going to write about it ....."

(Here I am going to = I will)

2 Now look at the table in Lesson 7, D.

The first sentence in the table is :

Tomorrow I will get up at ..... o'clock.

Fill in the gaps in all the sentences and write them out to make a paragraph using 'going to'. Begin like this :

Tomorrow I am going to get up at.....o'clock. At.....

## B Read and act out the dialogue below :

Lucy is talking to her friend, Mary, at her home in Sydney, Australia.

- Mary : Are you packing your bags, Lucy'?
- Lucy : Yes, Mary. I'm going to see my pen-friend in Bangladesh.  
I'm going to fly there this afternoon.
- Mary : What are you going to do there?
- Lucy : Lots of things.

## C Make a dialogue.

- 1 Look at the table below. It's similar to the table in Lesson 7, C.
- 2 First complete it.

I'm .....to	<p>..... my pen-friend. Her name's Samira.</p> <p>..... with her in her village. It's in the north of Bangladesh.</p> <p>.....to many places in Bangladesh.</p> <p>with her.</p> <p>.....some Bengali words. I don't know any now.</p> <p>.....a diary about interesting events.</p> <p>..... lots of Bangladeshi people and make many friends.</p> <p>.....some Bangladeshi things for my friends, like you, Mary.</p>
-------------	---

- 3 Then use the 7 sentences to continue the dialogue between Lucy and Mary. The first one is done for you.

- Mary : For example?
- Lucy : I'm going to see my pen-friend, Samira.
- Mary : Anything else?
- Lucy : Yes, I'm going to .....

- 4 Now write out the dialogue using all the sentences in turn. Then act it out.

## Lesson 17

## Samira's First Day At School : Part 1

A Talk about the picture and read Samira's story.

Samira is talking about her first day at school.

In 1974 I was six years old. I can remember a very important event that happened then. My mother said to me, " Samira you're going to start school tomorrow." I was very happy and excited, " I'm going to be a student", I thought. I couldn't think of anything else and at night I couldn't sleep. I was thinking about the school, the teachers and about the other girls and boys because I wanted to go to school very much.



The next morning my father said, " Come on, Samira, we're going to walk to your new school. We're going to meet the headmaster. He's a friend of mine."

So that was my first day at school. My father took me there. The primary school is quite a long way from our village. My father walked, but I ran all the way. After about half an hour we arrived at the school. There were many people there, but I didn't know anyone. I was afraid of all the new faces, because they didn't look friendly. " I'm not going to enjoy this," I thought.

## B Ask and answer the questions.

First look at the questions and complete the answers.

Then ask and answer them.

- 1 Q What was the very important event in Samira's life?  
A Her .....
- 2 Q Why couldn't she sleep?  
A Because .....thinking all the time.
- 3 Q What did she think about?  
A She .....  
because .....
- 4 Q What were Samira and her father going to do?  
A Walk ..... and meet .....
- 5 Q Why did Samira run to her school?  
A Because she was .....
- 6 Q Why was she afraid?  
A Because.....

## A Game : Making Plans

Write down three things you want to do tomorrow.  
(Don't show anyone!)

Example : 1 Tomorrow I'm going to play football.

Then mime what you are going to do. The class will guess what it is. You start with 10 marks. 1 mark is taken off for each wrong guess. Make a team and try to get as many marks as you can.

- Example :
- A Guess what I'm going to do tomorrow.
  - B Are you going to dance?
  - A No. Guess again.
  - C Are you going to play football?
  - A Yes, that's right. (9 marks.)



## Lesson 18

## Samira's First Day At School : Part 2

## A Continue reading Samira's story.

My father took me to the headmaster's room. The headmaster asked me my name and I told him. Then he pointed to a letter chart and asked me to say some letters. I could say them all. My mother taught me to read Bengali and English letters and some easy words at home.

The headmaster was pleased. He put his hand on my shoulder and said, "You did very well. You know a lot. I hope you'll feel happy in our school." Then he called a teacher and said, "Mrs Amin, Samira's going to be your student. Please take her to the class and look after her." I said goodbye to my father and went with Mrs Amin.

Mrs Amin took me to her class. She welcomed me and gave me a seat in the classroom. I felt happy. Now I knew two people in the school.

## B True or false? If false, give the correct information.

- 1 The headmaster told Samira his name.
- 2 Samira knew the English and Bengali alphabets.
- 3 Samira's mother cannot read Bengali or English.
- 4 The headmaster was pleased with Samira.
- 5 Samira felt happy in her new class.

## C Complete the statements. You can use one or more words in the gaps.

- a The headmaster felt..... because Samira..... some English and Bengali.....and some.....words.
- b Mrs Amin .....Samira to her class and..... her.
- c Samira..... happy, because she knew.....people. They were..... and.....

## D Fill in the gaps with words from the list. You can use any word more than once.

they my her us them our she he their

he headmaster spoke to Samira ..... was pleased with ..... because.....was a clever little girl. The boys and girls in ..... class liked too. They also liked ..... teacher, Mrs Amin. "..... teacher is very kind to ....., " ..... said. Mrs Amin enjoyed teaching ..... because ..... were good students." I feel proud of ..... students," she said.

## Lesson 19

## Mrs Amin

- A Talk about the picture and read the passage.  
Samira is talking about her teacher.

We liked our teacher Mrs Amin. She was very friendly with all her students and she worked very hard for us too. She was interested in us and we were also interested in her. She asked us to tell her about ourselves and our families. I told her about my parents and my brother Bashir. I also told her about my cousins, Laila and Karim. Karim was also in class I, but he went to school in Sonapur, Laila was only 5 years old and didn't go to school then.



Mrs Amin said my parents were clever to have only two children. "It's easy to look after two children," she explained. "But it's difficult to look after a lot!" Mrs Amin also had only two children: a girl and a boy. They were very young. The boy was only three years old, so he didn't go to school then. But Mina was six and went to our school. She was in my class and I liked her.

Mrs Amin told us lots of interesting stories in her class. I liked them very much. I can still remember one very funny story about a fox. It was called "The fox without a tail."

- B Ask and answer questions.  
Look at Tables 1 and 2. Ask questions from 1 and answer them from 2.

Example : I      Q      Why did Samira like Mrs Amin's stories ?  
                         A      Because they were very interesting.

Table 1	
Why	<p>did Samira like Mrs Amin's stories ?</p> <p>were Samira and Mina in the same class ?</p> <p>did Mrs Amin ask about her students and their families ?</p> <p>didn't Mrs Amin's son go to school ?</p> <p>did Samira tell Mrs Amin about her parents, brother and cousins ?</p>

Because	Table 2
	she was interested in her family. they were very interesting. he was only three years old. she was interested in them. they were both six years old.

C. Read, match, and ask and answer questions.

Read and match Lists A and B

List A

tell  
put  
show  
visit  
give  
ask

List B

her sister a birth day present  
her class to draw a picture  
a story to her class  
pictures on her classroom walls  
them a picture  
the shops in Sonapur

1. Now ask "What is Mrs Amin going to do tomorrow? " and use the lists to answer like this :

A What is Mrs Amin going to do tomorrow ?

B She's going to tell a story to her class. What else is she going to do ?

A She's going to put .....

D Complete the passage.

Use your answers in C above to fill in the gaps in the paragraph. The first one is done for you. Write the complete passage in your exercise book.

Tomorrow Mrs Amin is going to tell a story to her class. It is about a fox without a tail. She is ..... of it, because they haven't ever seen a fox before. Then she is ..... of an animal. All her students have seen some. They can draw any animal they like. Then she is ..... some of the ..... She wants her classroom to look beautiful. She can also use the pictures to ask her students questions.

After school, Mrs Amin is ..... She wants to buy a new sari. She's ..... Then she will go home and have a rest.

## Lesson 20

# The Fox Without A Tail : Part 1

A Talk about the picture and read the story.



Mrs Amin is telling her class a story

Once upon a time there lived a very clever fox. He lived in a jungle in a very hot county just like Bangladesh. One day, when Mr Fox was walking through the jungle, he fell into a trap He landed on his tail. When he got out of the trap, he left his tail behind. Without his tail Mr Fox looked very strange and he felt very sad and ashamed. " What am I going to do?" he cried. But Mr Fox. was very clever. He thought and thought. Then Mr Fox had a good idea, so he made a plan. " I'm going to ask all the foxes to come to a meeting in the jungle," he said to himself.

When the foxes knew about the meeting, they came quickly. " Mr fox is very clever," they all said. " What's he going to tell us ?" When Mr Fox saw all the foxes there, he felt very important and pleased. " Now listen, my friends," he said. " Why have I asked you to come here ? It's because I've made a very important discovery. Do you want to know about it?" The foxes felt very excited. "? Yes, we do," they all replied. "Then listen to me," Mr Fox said.

B Ask and answer questions.

First complete the questions using the following question words:

Why          What          Where

Then ask and answer them.

- 1    Q        ..... did Mr Fox ..... ?  
       A        In a jungle in a very hot country like Bangladesh.
- 2    Q        ..... did Mr Fox .....sad and ..... ?  
       A        Because he lost his tail.

- 3 Q ..... was Mr Fox's .....?  
 A To ask all the foxes to come to a meeting in the jungle.
- 4 Q ..... did Mr Fox feel ..... and ..... ?  
 A Because all the foxes came quickly to his meeting.
- 5 Q ..... did the foxes ..... excited ?  
 A Because Mr Fox was going to tell them about his important discovery.

C Ask and answer questions.

Look at Table A. Then use it to ask and answer questions like this :

Q How did Mr Fox feel when he lost his tail ?

A He felt ashamed.

Q How else did he feel ?

A He felt .....

Table A

When Mr Fox	lost his tail, I saw all the foxes,	he felt	pleased/important. ashamed / sad.
-------------	--	---------	--------------------------------------

D Ask and answer questions from table B about what happened to Mr Fox.

Table B

What happened when Mr Fox	was walking through the jungle ? got out of the trap ? I saw all the foxes there ?
---------------------------	--

Example : Q What happened when Mr Fox was walking through the jungle ?

A He fell into a trap.

E Now ask and answer questions from Table C about the events in Samira's life.

Table C

Age	Event
6	Started primary school in Mrs Amin's class.
12	Started to write her diary.
13	First train Journey. Travelled to Khulna with her parents and her brother, Bashir.
19	Travelled to Dhaka by train with Laila.
20	Went to Chittagong by train with Laila and Salma.
23	Took Lucy Brown around Bangladesh

Now ask and answer questions like this :

A What happened when Samira was six years old ?

B When she was six, she started primary school in Mrs Amin's class. What happened when she was twelve years old?

A When she was twelve. she .....

You can write the answers in your exercise book for homework.

## Lesson 21

# The Fox Without A Tail : Part 2

A Talk about the picture and look at the questions. Then listen to the story.

Then ask and answer them.

- 1 What did Mr Fox ask the other foxes ?
- 2 What was his very important discovery ?
- 3 What did he want the other foxes to do ?



B Now listen to the passage again and ask and answer the questions.

- a Who is telling this story ?
- 1 Why were the foxes silent ?
- c What did the foxes think about ?
- d Who felt very pleased ?
- e What did Mr Fox say about his tail ?

C Make sentence

Write six true sentences in your exercise book from the table.

Mr Fox The foxes	said he often thought knew thought didn't know anything	about	Mr F'ox's plan. Mr Fox's meeting. his tail. their tails.
---------------------	--	-------	---

D Fill in the gaps with the words below.

sad pleased clever plan ashamed trap tail important

This is a story about a clever fox. Mr fox was... because he could think very well. He thought about his..... because he lost it in a ..... Then Mr Fox felt.....and ..... "Now I don't look like a fox," he thought. So Mr fox made a ..... to trick all the other foxes. When they all came to hear him. Mr Fox felt very.....and ..... Then he told all the foxes to cut off their tails.

## Lesson 22

### The Fox Without A Tail : Part 3

A. Talk about the picture and look at the questions.  
Then read the story.

1. Who wanted to cut off their tails?
2. Who stopped them?
3. Who looked foolish?

Mrs Amin continues to tell her class the story.

"What a good idea!" said some of the foxes. "When we cut off our tails, we'll look beautiful" Mr Fox was very pleased when they said that "You'll look nice and clean too." he said. "Look, here's a knife. I used it myself. Now you can use it too." "you didn't use a knife," said the Wise Old Fox.

"You fell into a trap and lost your tail. Now you want us to lose our tails. Look, my brothers, does Mr Fox look beautiful without his tail?"

"He looks strange," said one fox." "And foolish." said another. When you cut off your tail, you'll look strange and foolish too," said the Wise Old Fox. "In fact it's a foolish idea. because you'll look just like Mr. Fox." Mr Fox felt very ashamed and ran away. "Mr Fox is clever, but not wise," said the Wise Old Fox.



## B. Choose the correct statement.

1. Mr Fox felt very pleased when the foxes
  - a cut off their tails.
  - b said his idea was good.
  - c looked clean and beautiful.
2. Mr Fox
  - a cut off his tail.
  - b cut off the foxes' tails.
  - c lose his tail.
3. Mr Fox wanted the foxes to
  - a look beautiful.
  - b be wise.
  - c cut off their tails.
4. Mr Fox looked..... without a tail.
  - a beautiful and strange.
  - b strange and foolish.
  - c foolish and beautiful.
5. The Wise Old Fox didn't think Mr Fox was.
  - a wise.
  - b clever.
  - c strange.

## C. Make sentences from the table

- 1 Read out 5 things the foxes said.
- 2 Which things are true and which things are false.

"When we cut off our tails, we'll look	ugly," nice and clean," beautiful," strange and foolish," just like Mr Fox,"	the foxes said.
---	--	--------------------

## D. Read the paragraph.

The sentence are in the wrong order.

"What do you think, Mina"? she asked her daughter "What did it teach us?" Mrs Amin asked. "Yes we did," her students replied. "I think we must always tell the truth and never trick people," she said, "Did you like the story about the clever fox?" asked Mrs Amin, Mina put up her hand.

Now write them in the correct order in your exercise book



## Lesson 23

## Mina

- A Talk about the picture and read Mina's form. Then use the form to complete the dialogue and act it out.



Mrs Amin is teaching her class.

Mrs Amin : Now students, I want you to talk to each other about yourselves. Samira, you will ask Mina about herself, and Mina, you will tell Samira about yourself. Okay ? Now you start, Samira.

Samira : When were you born, Mina?

Mina : In February 1968.

Samira : Where were you born?

Mina : In Sonapur.

Samira : How old are you now?

Mina : I'm.....

Mrs Amin filled in Mina's form when she first went to school in 1974 :

Mina's Form

Name	Mina Amin	Born	February 1968
Age	6	Place	Sonapur
Occupation	Student, Class 1	Address	No 12, staff
Father's Occupation	Bank Officer		Quarters,
Mother's Occupation	Primary teacher		Sonapur
		Date	March 1974

- B Ask and answer questions.

Ask and answer questions about yourselves like Samira and Mina did in A, and complete your partner's form.

Begin like this :

- A : When were you born, (name of partner) .....?  
 B : In (date) .....  
 A : Where were you born?  
 B : In (place) .....

Partner's Form

Name	.....	Born	.....
Age	.....	Place	.....
Occupation	Student, Class 7	Address	.....
Father's Occupation	.....	.....	.....
Mother's Occupation		Date	.....

C Make sentence.

1 Write 5 true and correct sentences from the table in your exercise book.

Mina		the foxes		talk to each other
The Wise Old Fox		Samira		Mr Fox's tail.
Mr Fox	asked	Mina	about	cut off their tails.
Mrs Amin	told	her students	to	the story
Samira		the Wise Old Fox		herself.

2 Then ask and answer questions from the table like this :

A What did Mina tell Samira about?

B She told her about..... . What did the Wise Old Fox.....?

## Lesson 24

# Help! Snake! : Part 1

A Talk about the pictures and read Samira's story.



Samira is talking to Lucy.

When Mina and I were in class 2, something very funny happened. I can remember it quite well. It happened when I visited Mina at her home in Sonapur.

Mina's parents had a large garden with a lot of guava trees. The fruit was green and hard, but we ate some. I was eating a guava when I saw something strange.

"Look, Mina, " I said " There's blood on my guava! Where did it come from"? she asked. We both felt very worried.



Then, suddenly, Mina saw a tooth in the grass. It was my tooth and I felt very upset. "I've lost my tooth," I cried. "I'll look ugly and horrible!" But Mina told me not to worry. "Don't worry, Samira," she said "Just put tooth into a rat's hole. Rats have very good teeth and can eat anything. We'll find a rat's hole in my garden. When you put your tooth in it, a rat will give you one of its teeth. Then you will have all your teeth again."

### B Ask and answer questions.

Read the questions and complete the answers in your exercise book. Then ask and answer them.

- 1 When did something very funny happen?  
When Mina.....in ..... visited.....at that time.
- 2 When did Samira see something strange? When ..... She.....
- 3 What did she see? Some.....
- 4 Where did it come from? Samira's.....
- 5 How did Samira and Mina feel? They .....
- 6 What did Mina see in the grass? A.....
- 7 What did Mina tell Samira to do ? She told .....
- 8 When will a rat give Samira its tooth? When Samira.....

### C Ask and answer questions about yourselves.

First write the answer in your exercise book.

- 1 Can you remember anything about when you were about seven or eight?  
(Write about 2 things you can remember. Begin : When I was about seven/eight.....)
- 2 What will you do when you go home today? (Write about 2 things you will do. Begin : When I go home today, I'm going to..... )
- 3 What do you want to do when you leave secondary school ? Write 1 thing only. Begin : When I leave school, I want to .....)

Now ask the questions and answer them.

## Lesson 25

# Help ! Snake! : Part 2

A Talk about the picture and continue reading Samira's story.



Samira is talking to Lucy.

When Mina gave me my tooth, we both looked for a rat's hole in her garden. "Rats make their holes under small bushes," Mina explained. There were a lot of small bushes in Mina's large garden and we began to look for rat's holes under them. I held my tooth very carefully in my hand and looked and looked.

Suddenly, when I was looking at the root of a small bush, I saw a black snake. I felt very frightened and cried out, "Help! Snake !" Mina could also see it and she cried out too. Mina's mother, Mrs Amin, heard our cries and ran out to help us. "What's the matter?" she asked. "Help ! Snake !" we cried. 'Then the snake went into a rat's hole.

"Look," said Mina. "We've found a rat's hole. Now you can put your tooth in it." But I felt too frightened. "When I put my tooth in the rat's hole, the snake will come out again," I said.

B True or false ? If false, give the correct information.

- 1 There were many large bushes in Mina's small garden.
- 2 Samira looked carefully for her tooth.
- 3 The tooth was in her hand.
- 4 Samira and Mina saw a snake.
- 5 They found a rat's hole.
- 6 Samira put her tooth in it.

- C Make 6 sentences by matching Tables 1 and 2. Then do all 6 sentences a second time, using 'going to', instead of 'will'. The first one is done for you :

Example: 1 When you put a tooth in a rat's hole, a rat will/is going to give you one of its teeth.

Table 1

When	a rat you I	lose a tooth eat a hard, green guava, put a tooth in a rat's hole, see a snake, gives me/you a tooth,
------	-------------------	---

Table 2

a rat you a snake I	will	lose one of my/your teeth. feel very frightened. give me/you one of its teeth come out of it. have all my/your teeth again. look ugly and horrible.
------------------------------	------	--

- D Ask and answer questions using Tables 1 & 2 in C.

Then ask 'Do you believe that?' Begin like this :

Example: A What will happen when you put a tooth in a rat's hole?

B A rat will give me one of its teeth. Do you believe that?

A Yes, I do/No, I don't, because a rat can't give its teeth to people. What will happen when you eat ..... ?

## Lesson 26

# Help ! Snake ! : Part 3

A Talk about the picture and continue reading Samira's story.

Samira is talking to Lucy.

"Why do you want to put your tooth in a rat's hole Samira?" Mrs Amin asked me. I told her about the guavas and my tooth. "If she puts her tooth in a rat hole, the rat will give her one of its teeth," Mina explained. Mrs Amin laughed. "Do you believe that?" she asked. "A boy in Class 3 told me," Mina replied. "Don't believe everything people tell you," Mrs Amin said. "Rats have nice sharp teeth, but they can't give them to people. That story isn't true Mina. And you're lucky the snake didn't hurt you."



Then Mrs Amin said, "Your tooth fell out because a new one was growing under it. It happens to everyone when they are six or seven years old," she explained. "In a few weeks you'll have a nice new tooth, Samira. So don't feel worried, my dear." I felt very happy when Mrs Amin explained everything to me. I think I was very lucky to have a nice teacher like her.

B Complete these statements.

- 1 Mrs Amin laughed, because Mina's story wasn't .....
- 2 Mina ..... the boy in Class 3.
- 3 Rats can't give their..... to people.
- 4 When people are six or seven years old, they grow new .....
- 5 Mrs Amin was a nice teacher, because she .....everything to her students.

C Make sentences using 'If.'

- 1 Find this sentence in the passage in section A:  
"If she puts her tooth in a rat's hole, the rat will give her one of its teeth."

Here 'If' = 'When'.<sup>4</sup> So we can write:

"When she puts her tooth in a rat's hole, the rat will give her one of its teeth."

- 2 In Lesson 25, C, we can find a similar sentence :  
When you put a tooth in a rat's hole, a rat will give you one of its teeth.

Here 'When' also = 'If'. So we can write.

If you put a tooth in a rat's hole, a rat will give you one its teeth.

- 3 Look at the sentences in Lesson 25, sections C & D. Do them again using 'If'.

C 1 is done for you in 2 above. Now continue with C 2 :

- 2 If I eat a hard green guava, I will.....

Now do exercise D in lesson 25 again, using 'If' and ask "Is that a true story ?"

Begin like this :

Example : A What will happen if I put a tooth in a rat's hole ?

B A rat will give you one of its teeth. Is that a true story ?

A Yes, it is/No, it isn't, because a rat can't give its teeth to people.  
What will happen if I eat ..... ?

---

<sup>4</sup> The meaning of 'if' and 'when' are not exactly the same here. The use of 'when' suggests a greater possibility that the action (i.e. that she will put her tooth in a rat's hole) will actually happen, than the use of 'if'.

## Lesson 27

# Past And Future Events

### A Talk about the pictures

What has happened ?



### B Read and match.

- 1 Use the pictures and Table A to write 6 correct statements.  
Use the correct form of the verb. The first one is done for you :

Example : 1 Samira has lost a tooth.

Table A

Samira Mr Fox Mrs Amin Mina Laila Karim	has	see receive lose hurt read about pass	himself / herself The War of Liberation her examinations a letter a tooth the sea
--	-----	--	--

- 2 Now read out your statements and match them with the pictures.

### C Ask and answer questions.

What will happen ?

- 1 Use Table B and the information above to make questions and answers for Mina and Samira like this :



Mina : What will happen if you eat hard green guavas ?

Samira : I'll lose a tooth.

Table B

What will happen if you	eat hard green guavas ? have a pen-friend ? go to Cox's Bazar ? fall into a trap ? do your homework every day ? study the history of Bangladesh?
-------------------------	---

2 Now use your questions and answers to write 6 correct statements beginning with 'if ' ' like this :

1 If Samira eats hard green guavas, she'll lose a tooth.

## Lesson 28

# Things We Do

A Talk about the picture, read the dialogue and act it out.

Samara, Lucy, Mina and Karim are talking together.

Samira : Do you watch television much, Lucy ?

Lucy : Not very much, Samira. My mother says too much television makes people lazy

Mina : I know, but if I've done my homework, my mother lets me watch it. I like sport programmes especially How about you, Lucy ?

Lucy : Oh yes, especially hockey and swimming.

Samira : What about gymnastics ? There're some very good women gymnasts and they're only about fifteen to seventeen years old.

Karim : What about Li Jing ? You said you liked him a lot !

Samira : Yes, but he's twenty-one.

Karim : I know. I've cut out lots of photos and stories about him from newspapers and magazines and put them in a book.

Lucy : Can we see it ?

Karim : Yes, of course.



**B Complete the answers. Then ask and answer the questions.**

- 1 What can make people lazy ? Watching.....
- 2 When does Mina's mother let her watch television ? When .....
- 3 What programmes does Lucy like ? Programmes .....
- 4 What does Li Jing do ? He's .....
- 5 Who will Lucy see in Karim's book ? (Name only) .....

**C Use the table to ask and answer questions about what you and your partner think. You can use these clues to give a reason for your answer.**

boring      important      enjoyable      interesting      exciting

Example : Q Do you like sports programmes ?

A Yes, I do/No, I don't. I think they're exciting/boring.

Do you	do  like  watch	the news ? sports programmes ? newspapers or magazines ? hockey or swimming ? gymnastics ? television ? any homework ?
--------	-----------------------------	--

**D Fill in the gaps.**

Write either 'the' or 'a' in the gaps.

Lucy is telling Samira, Mina and Karim about Sydney in Australia.

"In Sydney I have .....small garden, but I live near..... large park. In ..... park there are many beautiful trees and flowers. There's also .....lar ge pond and ..... playground for children. I like ..... pond, because there are beautiful water lilies on it. They're just like ..... national flower of Bangladesh. When I was young, I often played in ..... playground with my friends ..... park is also ..... good place for sports, like football and hockey ."

## Lesson 29

## The Famous Gymnast

A Talk about the photo, look at the form, and listen to the passage.

Name : .....

Nationality : .....

Year : .....

Age : .....

Occupation: .....

Sport : .....

Sports College : Beijing, China.

Now fill in the form. If you cannot fill in all the gaps, listen to the passage again.



B Listen to the passage again and ask and answer these questions.

1 What is Beijing ?

2 Why was it necessary to go there ?

3 Why wasn't it easy there ?

4 What must you do to be a good gymnast ?

5 Who is a world famous gymnast now ?

C Read and match.

Match the sentences in Table A with Table B like this:

1 There are many ponds in Sydney. Lucy likes one of them.

Table

There are many	ponds in Sydney. snakes in Mina's garden. famous gymnasts. cities in China. teeth in your mouth. excellent teachers. television programmes.
----------------	---

Table B

Karim The News Lucy Mrs Amin Li Jing Beijing Samira	likes lost is saw	one of them.
---	----------------------------	--------------

## Lesson 30

# Hobbies

### A Read the passage.

Samira, Lucy, Mina and Karim continue their conversation.

"Your book's very nice, Karim," said Lucy. "You must be very interested in gymnastics." "Yes, I am," said Karim. "My college has started a club for gymnastics and I'm a member. I practise every day." "He wants to be a famous gymnast like Li Jing," said Mina. "I don't," laughed Karim. "It's only a hobby. If you want to be famous, you must practise for many years. Li Jing has practised for twelve, but I only started a year ago!"

"I like your pictures," said Samira. "I sometimes put pictures in my diaries. Do you remember your postcard of Sydney, Lucy? You sent it to me when we were twelve. Look, here it is." Samira showed Lucy her old 1981 diary with the blue cover. "Oh, yes," replied Lucy. "I remember it now. You look after your diaries very nicely, Samira. Do you still keep one?" "Oh, yes," replied Samira. "It's my hobby. I write in it every day."

### B Choose the correct statement.

- 1 Lucy thought Karim was interested in gymnastics because of his
  - a college.
  - b book.
  - c club.
- 2 Karim has practised gymnastics for
  - a one year.
  - b many years.
  - c twelve years.
- 3 Samira put a picture of ..... in her 1981 diary.
  - a Sydney
  - b his college
  - c Li Jing
- 4 Samira showed Lucy
  - a her mother's dairy.
  - b her postcard.
  - c her blue cover.

- 5 Samira's hobby is
- a gymnastics.
  - b looking after her 1981 diary.
  - c writing in her diary every day.

C Make 5 correct sentences using everything in the table.

Example : 1 If you want to keep a diary, you must write it every day.

If you want to	keep a diary, learn English, watch television, do well in anything, be famous,	you must	do your homework first. practise for many years. have excellent teachers. write it every day. practise and work very hard.
----------------	--	----------	--

Then ask and answer questions like this :

A What must you do if you want to keep a diary ?

B Write it every day. What must you do if you want to learn English ?

D Write about a hobby you especially like.

Write 2 paragraphs and include the following information :

Paragraph 1 Your name, age, village/town/city, school, occupation and class.

Paragraph 2 The hobby you especially like; The reason(s) you like it; What time and how many times (i.e. every day/week etc.) you do it.

## Unit Two : The World Around Us

### Lesson 1

# Karim

#### A Talk about the picture and read the passage.

Samira's cousin, Karim is the same age as hers. He was born on the fourteenth of April 1968 in the small town of Sonapur. When he was six years old he started at a primary school near his home in Sonapur. Then, when Samira and he were eleven years old, they went to the Sonapur High School.



Karim sometimes visited Samira's village with his parents. Samira's brother, Bashir, liked him very much. When Karim was in Class 7, he sometimes walked to Samira's village by himself. He enjoyed the journey. He walked to the river, crossed it by boat, and then walked through the countryside to Samira's home.

Karim is an intelligent boy and is interested in many things. He can remember one particular thing clearly. It happened when he went to Samira's village by himself.

#### B True or false ? If false, give the correct information.

- 1 Karim and Samira are of the same age.
- 2 Karim lives in a village.
- 3 Karim and Samira went to the same secondary school.
- 4 Karim always went to Samira's village with his parents.
- 5 Samira lived on the other side of the river.

#### C Complete Karim's form.

Name :	.....	Date of Birth	.....
Place of Birth :	.....	Occupation:	.....
Place of Work :	.....	Class/Grade:	.....
Date :	12th January 1981	Age :	.....
Place :	Sonapur.	Signature:	Karim Dewan

D Write 6 correct and true sentences by matching Tables A and B

The first one is done for you :

Example : 1 Karim walked to Samira's village by himself when he was in Class 7.

Table A

Karim Samira Karim and Samira	walked to started at lived in went to saw	different primary schools the Sonapur High School Samira's village by himself a primary school near his home an interesting thing a village near Sonapur
-------------------------------------	---	---

Table B

when	they Karim he	was in Class 7. were six years old. went to Samira's village by himself. visited her home. was six yers old. were eleven years old
------	---------------------	---

E Ask and answer questions.

Now check your sentences in D with your partner like this :

Q When did Karim walk to Samira's village by himself ?

A When he was in Class 7. When did Karim ..... ?

## Lesson 2

### The Poor Woman : Part 1

A Talk about the pictures and read Karim's story.

Karim is talking to Lucy .

One day I was walking by myself to Samira's village, when I saw a crowd of people under a large tree. They were all looking at a young woman. She was sitting on the ground and holding a baby in her arms. The baby was very small and its arms and legs were as thin as pencils. The woman was thin too. She looked at her baby and cried and cried. "Why is she crying?" I asked. Then a man in the crowd told me her story

"She's the wife of a farmer," he said. "He had land on the other side of Sonapur, but he lost it. Now he's a day labourer and goes to find work every day, but it's very difficult. He needs money for his family, but often there isn't any work. And if you don't work, you can't get money," the man explained. "So now they've become very poor and can't eat properly. This poor woman is very weak, so she can't feed her baby properly and now it's become sick. She wants to take it to a doctor in Sonapur."



**B Complete the statements.**

- 1 Karim told ..... a story about a .....
- 2 A crowd of people were ..... a young woman with a baby.
- 3 Someone in the ..... told Karim about the .....
- 4 The poor woman's ..... was a farmer, but he ..... his land.
- 5 The farmer and his wife..... very poor and could not..... properly.
- 6 The poor woman wanted to take ..... to a doctor in Sonapur.



**C Make 5 true sentences from the table. Use all the words in the table. The first one is done for you:**

Example : 1 Karim was as old as Samira.

Karim	were		strong		pencils.
Li Jing's arms and legs	wasn't		thin		Samira.
The baby's arms and legs	was	as	old	as	Li Jing.
Bashir and Laila	weren't		good		iron.

**D Read the paragraph. The sentences are in the wrong order.**

He knew many things and could remember a lot of interesting events. It happened when he was only twelve years old. So one day she asked Karim some questions about his country. He was walking by himself. Lucy wanted to know about Bangladesh. He was going to Samira's village at the time. He told Lucy about one particular event.

Now write them in the correct order in your exercise book.



## Lesson 3

## The Poor Woman : Part 2

## A Talk about the picture and continue reading Karim's story.

I felt very sorry for the poor mother and her sick baby: "I think I can help," I told the man. "I live near a Health Complex and the chief nurse, Mrs Mahmud, is my mother's friend. She's not as expensive as a doctor, in fact she's free. But she's very good," I added. The man told the woman and she looked at me. "Can you really help us?" she asked weakly.

"Yes, I can," I said. The woman got up and I told her to come with me. "Is it far?" she asked. "I'm, not very strong." "No, it's not far," I replied. "But please let me carry your baby." I took her baby carefully and carried it. It was as light as a feather.



We walked very slowly to the river, crossed it by boat, and came to the Health Complex just opposite my house. There were a lot of people, there, so we sat down and waited.

## B Ask and answer the questions.

- 1 Why did Karim want to help the woman?
- 2 Why did he carry her baby?
- 3 Where was the Health Complex?
- 4 Who worked there?
- 5 What did she do?
- 6 Who knew her?

## C Fill in the gaps.

- 1 Fill in each gap with a word from the passage.
- a Karim felt ..... for the mother and her baby .
- b Mrs Mahmud's not as ..... as a doctor.
- c The baby was as ..... as a feather .
- d The poor woman spoke ..... to Karim.
- e Karim took the poor woman's baby .....
- f The poor woman and Karim walked very ..... to the river.

## 2 Fill in each gap with a meaningful word.

This is what the man said to the poor woman.

This is a good boy and he can ..... you. He ..... in Sonapur near a Health Complex and he ..... the chief nurse there. In fact she's his mother's ..... She's not as ..... a doctor but she's ..... Please go with him and don't ..... nervous.

## Lesson 4

# Mrs Masuda Mahmud

A Talk about the picture and read the passage.

Masuda Mahmud comes from a village near Rangpur. At secondary school she was an excellent student and did very well in her SSC examination. Then she studied at the Nurse's Training Centre in Rangpur, because she wanted to become a nurse. She is a kind person and very hard-working too. During her three years at the training centre she was one of the top student nurses. Then, when she was twenty years old, Masuda went to Dhaka to study for her BSc in nursing at the Medical College Hospital.



Now Masuda works very hard in the Sonapur Health Complex. The people of Sonapur feel very happy to have Mrs Masuda Mahmud with them. She came to Sonapur five years after she returned to her village and got married. Now she has lived there for eight years. Her husband is the manager of the Agrani Bank and is related to Mina's father, Mr Amin. They have two children, Kamrul and Khalil. Kamrul is in the same class as Karim and they are good friends. They live near each other and often play together.

B Choose the correct statement

- 1 Masuda was an excellent student because she
  - a wanted to become a nurse.
  - b did well in her SSC examination.
  - c worked very hard.
- 2 She studied for her BSc in
  - a Rangpur.
  - b Dhaka.
  - c Sonapur.
- 3 The people of Sonapur are lucky to have Masuda because she
  - a works very hard.
  - b has studied a long time.
  - c has a BSc degree in nursing.

4 Masuda came to Sonapur

- a three years ago.
- b five years ago.
- c eight years ago.

5 Masuda and Kamrul are

- a cousins.
- b relatives.
- c just good friends.

### C Ask and answer questions.

1 Use the clues to ask and answer the questions :

What did	Mrs Amin Li Jing Mrs Mahmud	want to become ?
----------	-----------------------------------	------------------

gymnast

nurse

teacher

2 Now ask and answer questions about yourselves like this :

- A What do you want to become?
- B I want to become a (name of occupation) .....
- A Why do you want to become a (name of occupation) .....?
- B Because it's ..... What do you want to become?

### D Fill in the gaps with the correct form of 'become'.

The poor woman is talking to Mrs Masuda Mahmud.

"My husband was a farmer, but we lost our land. So my husband ..... a day labourer. He tried to find work, but it's difficult. So then we..... very poor. We couldn't buy good food and I didn't eat much for a long time. So I have ..... very weak and I can't feed my baby properly. Now my baby has ..... sick. I feel very sad, but what can I do? If my baby ..... very sick, it will die."

## Lesson 5

# Haspia's Story

A Talk about the picture and read the passage.

At the Sonapur Health Complex.

"Hello Karim," said Mrs Masuda Mahmud. "What can I do for you?" Karim told her about the poor woman. "You're a good boy, Karim," she said. "Now you go and help Kamrul in the garden and I'll talk to this lady." Then Masuda turned to the woman and asked her some questions.



Her name was Haspia and her little daughter was only six months old. Haspia and her husband lost their land just after she was born. "Why did you sell your land?" Masuda asked. "Last year there was a big storm and also a flood. We lost two of our cows. Then we had many problems because we owed a lot of money."

Masuda understood everything. She came from a village herself, so it was a familiar story. Masuda knew that she was lucky. Now she wanted to help unlucky people like Haspia.

B True or false ? If false, give the correct information.

- 1 Karim was a good boy because he told Masuda about the poor woman.
- 2 Masuda asked Haspia some questions.
- 3 Haspia and her husband sold their farm.
- 4 Haspia owed Masuda a lot of money.
- 5 Haspia was an unlucky person.

C Make sentences.

- 1 Look at Lists A and B.

In List B 'un-' is added to the adjective 'Un'- can be added to some adjectives to make the opposite meaning, i. e. unhappy= not happy.

List A

happy

lucky

safe

intelligent

wise

List B

unhappy

unlucky

unsafe

unintelligent

unwise

- 2 Now look at the table. Then use it to make 6 correct sentences. Fill in the gap with an adjective from lists A and B.

Example : I Karim was wise when he thought about his mother's friend.

Karim Haspia Masuda'	was felt	.....	when	she went to college and got a job. she studied very hard. she lost her land. Karim helped her. he thought about his mother's friend.
----------------------------	-------------	-------	------	--

### D Write about yourselves.

Give an example of a time when you (1) felt happy, and (2) were unhappy. Then give an example of something you think is very unwise.

Begin like this:

- 1 I felt unhappy when .....
- 2 But I was happy when .....
- 3 I think it is very unwise to .....

## Lesson 6

# What Happened To Haspia

A Read the dialogue and act it out. Then talk about the picture.

Lucy and Karim are talking together.

Lucy : So what happened to Haspia?

Karim : Well, there were two things she really needed.

Lucy : Good food and a rest?

Karim : Yes, and because she was young, she soon became strong again.

Lucy : And then she could feed the baby? That's what babies really need.

Karim : Yes, Masuda said the same thing. But many people think that cow's milk is as good as mother's milk. It isn't and you must pay for it, too.

Lucy : And what happened to Haspia's husband ?

Karim : Oh, he found her after a few days. He was strong and young and helped Kamrul and me in Masuda's garden. Then Mr Mahmud found him a job up in the hills. It was a tree planting project, not far from Laila's relatives.

Lucy : Did Haspia go there too?

Karim : Yes, but before she went Masuda taught her many things. And she told Haspia and her husband to have only two children.

Lucy : Yes, I think that's very important.

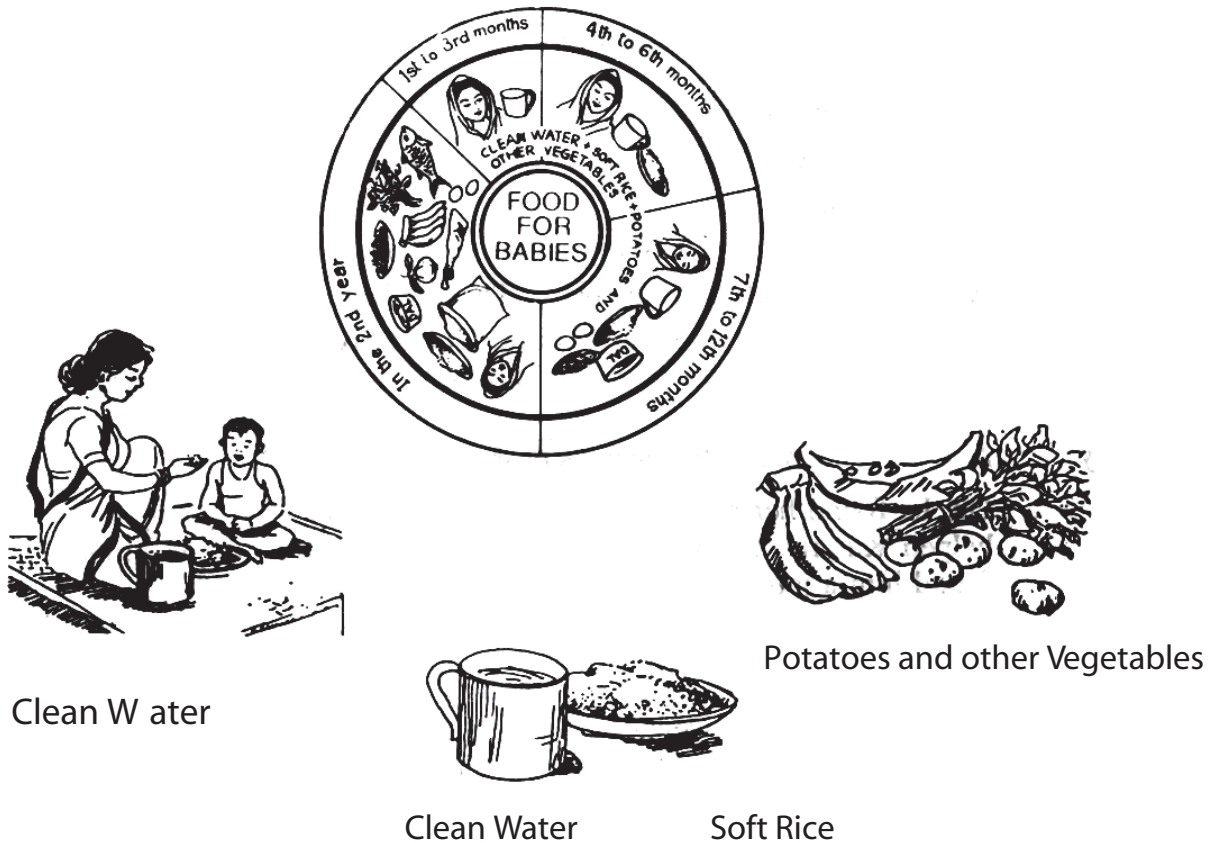
B Ask and answer questions.

- 1 What two things did Haspia really need?
- 2 What did her baby really need?
- 3 Why didn't Masuda tell Haspia to give her baby cow's milk?
- 4 How was Haspia's husband helpful?
- 5 Do you think it's very important to have only two children? Give a reason for your answer.



C. Ask and answer questions about Masuda's chart.

1 Look at Masuda's chart.



2 Now ask and answer questions about Masuda's Chart like this :

A What do babies need when they're 1 month/2 months old ?

B They just need their mother's milk and some clean water  
What do they need when they're 5 months old?

O Fill in the gaps in the paragraph with the words below. Then read it out.

dangerous      chart      properly      food      milk      clean

Masuda is talking to some mothers in the Health Complex.

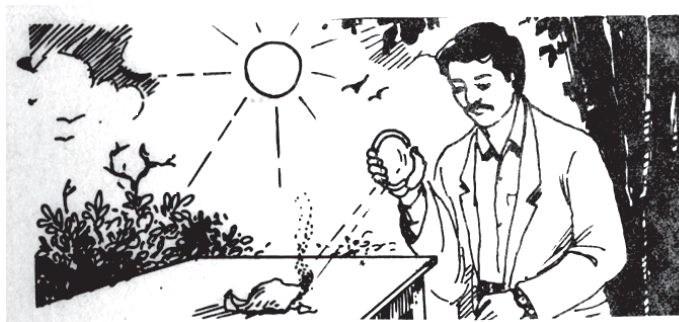
"Babies need a lot of food because they grow very quickly. They need their mother's..... and other things. My ..... shows you their food for their first two years. Without this ..... your babies can't have good health and won't grow..... You must keep your babies clean and give them ..... water and food. This is very important because dirt is very ..... for babies."

## Lesson 7

## The Scientist

A Talk about the picture, look at the questions and listen to the story.

- 1 Why is it sometimes necessary to boil drinking water in Bangladesh?
- 2 Why is boiling water a problem?
- 1 Who thought about this problem?



B Now listen to the passage again and ask and answer these questions.

- a What are the four things people use to boil water?
- b What is wrong with them?
- c What will happen if people use wood?
- d What did the scientist ask himself?
- e What did he look at?
- f What two important things did he remember?

C Make sentences.

- 1 Use lists A and B to ask and answer questions like this :

Q What will happen if people buy a lot of kerosene ?

A They'll give their money to the shopkeepers.

List A

buy a lot of kerosene  
use wood for boiling water  
drink dirty water  
use a lot of electricity  
use a lot of gas

List B

cut down a lot of trees  
use a lot of money  
set up more power plants  
give their money to the shopkeepers  
become sick

- 2 Now use your questions and answers to make statements like this :

Example : If people buy a lot of kerosene, they'll give their money to the shopkeepers.

Write your statements in your exercise book.



## Lesson 8

## The Experiment : Part 1

A Look at the questions.

- 1 How many things did the scientist buy in the market?
- 2 Why were they necessary?
- 3 Why did the scientist feel very excited'?

Then read the story.

The next day the scientist went to the market to buy some necessary things for his experiment. First he bought a round bamboo basket. It must be about four feet across, he told the shopkeeper. "No, smaller than that. Good, that's fine. Now I want three sticks," he said. "How long?" asked the shop keeper. "Oh, about two or three feet will do," the scientist replied. "But they must be exactly the same length. Good, those are fine."

Then the scientist went to another shop and bought about a hundred pieces of mirror. "With many pieces the sun's rays will grow hotter," he thought to himself. Then he returned to Gonoshasto Kendro with all his things. He felt very excited. "This is going to be a great experiment," he thought to himself. "I'm going to become famous!"

B Ask and answer questions.

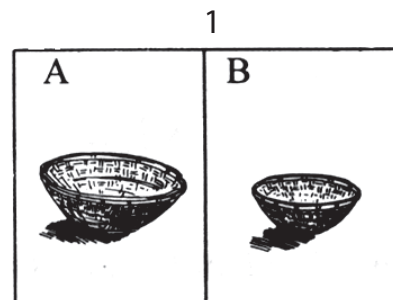
1 Look at Table A

Table A	small	smaller
	large	larger
	long	longer
	short	shorter
	hot	hotter

2 Now use Table A-and the pictures to ask answer the questions:

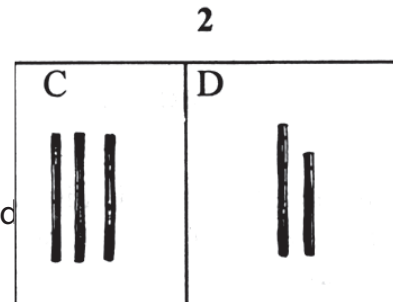
1 Picture 1

- a What can you see?
- b What are they made of?
- c Which one is larger and which one is smaller?
- d Which one did the scientist want?
- e About how many feet is it across?



2 Picture 2

- a What can you see?
- b How many are there?
- c Are they all the same?
- d In picture D, which one is longer and which one is shorter?
- e What did the scientist want?



- 3 a How many baskets and sticks did the scientist want?
- b How many pieces of mirror did he want?

C Ask and answer questions about yourselves.

1 Get the following information from your partner :

How old are you ? ..... How tall are you ? .....

2 Now look at Table B.

Table B	tall old young	taller older younger
---------	----------------------	----------------------------

3 Compare yourself with your partner. Then use Tables A & B to write down the result like this :

Example : a I'm older than (name of partner) .....  
(Name of partner) ..... is younger than I am.

b I'm taller than .....

Write these statements in your exercise book.

4 Then check around the class with question like this:

a

Are you	taller or shorter older or younger larger or smaller	than your partner?
---------	--	--------------------

b

How	old tall	is are	s/he ? your partner ? you?
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## Lesson 9

## The Experiment : Part 2

A Talk about the pictures and continue reading the story.

When the scientist reached Gonoshasto Kendra he called his assistant. "Go and bring some strong gum," he said. When the assistant brought the gum, the scientist said, "This gum's too weak. Find a stronger one." When the assistant brought a stronger gum, the scientist carefully stuck the pieces of broken mirror to the inside of the basket. At last the inside of the basket was completely covered with about a hundred small pieces of mirror.



Then the scientist and his assistant took the basket outside, the sun shone brightly inside it. "Go and bring a large pot from the kitchen," said the scientist to his assistant. Then the scientist stuck the three sticks into three holes in the basket. When the assistant brought the pot, the scientist said, "This pot's too small. Find a larger one." When his assistant brought a larger pot, he put it on top of the sticks. "That's better," he said. "Now let's see if my experiment will work. Go and bring some water!"

B Ask and answer the questions.

1 First ask and answer more questions about the pictures. i. e.  
Picture 1:

- a What's the scientist doing?
- b What's he using?

Picture 2 :

- c What's he doing here?
- d What's wrong with the pot ?

2 Then ask and answer these questions about the passage.

- 1 Why did the scientist want stronger gum?
- 2 Why did the sun shine inside the basket?
- 3 What were the sticks for?
- 4 Why was the first pot too small? (Look at picture 2.)
- 5 What were the seven necessary things for the scientist's experiment?

C Make sentences.

1 Look at the table

strong weak good	stronger weaker better
------------------------	------------------------------

2 Now read the sentence about the first and second pot. Then write similar true sentences about the first and second gum/basket.

- 1 The first pot was too small. The second pot was better because it was larger than the first one.
- 2 The first gum was .....
- 3 The first basket was .....

3 Now check your sentences by asking and answering questions like this :

- A What was wrong with the first pot?
- B It was too small. Why was the second one better?
- A Because it was larger than the first one.

## Lesson 10

## The Experiment : Part 3

A Talk about the picture and continue reading the story.

When the assistant brought the water, the scientist poured it into the pot. "Good," he said. "Now our experiment has begun," and he started to look at his watch. The sun shone brightly in the basket under the pot.



One minute passed, but nothing happened. The assistant waited quietly. "What is the purpose of this experiment?" he wondered to himself. It was very quiet in the garden of Gonoshasto Kendro. Two minutes passed. Then the assistant saw something interesting. Something was coming out of the pot. It was steam!

The assistant looked at the scientist, but the scientist continued to look at his watch. In the garden everything grew quieter. "What's happening?" wondered the assistant. "This is very strange!" Then he heard a very small noise. Was it coming from the pot? At first it was very quiet. Then it became louder. What was it? The noise grew bigger. Suddenly the scientist ran towards the pot. He looked in. "I've done it!" he shouted. "I've done it! And in only three minutes!" "Congratulations, sir," said the assistant. "But what have you done, sir?"

B Choose the correct statement.

- 1 The experiment started when
  - a the assistant brought the water
  - b the scientist poured the water into the pot.
  - c the sun shone into the basket.
- 2 The assistant
  - a knew the purpose of the experiment.
  - b knew something interesting about the experiment.
  - c wondered about the experiment.

- 3 The scientist looked at his  
 a watch.  
 b assistant.  
 c pot.
- 4 He ran towards the pot because of the  
 a steam.  
 b noise.  
 c watch.
- 5 He felt happy because of the  
 a experiment.  
 b noise.  
 c pot.

C Ask and answer questions.

- 1 Look at the table.

quiet	quieter
loud	louder

- 2 Then ask and answer the questions .

- a What grew quieter ?  
 b What grew louder and bigger ?  
 c What was happening ?  
 d Who knew what was happening ?  
 e Who didn't know what was happening ?  
 f Who do you think was wiser ?

D Read the last paragraph of the passage in A. The story continues:

The sentences are in the wrong order :

"I don't know," replied the assistant. "Can't you see?" Yes, the water was boiling. "So what do you think I have used ?" asked the scientist. "I've boiled the water. "The assistant looked into the pot. "But you haven't used electricity, kerosene, gas or wood!" the assistant said.

Now write them in the correct order in your exercise book.

## Lesson 11

## The Invention

## A Read and act out the dialogue

The scientist is talking to his assistant at Gonoshasto Kendro

Scientist : I've found something that's cheaper than electricity, gas, kerosene or wood. In fact solar energy costs nothing!

Assistant : What's solar energy, sir ?

Scientist : The sun.

Assistant : Is that all you need then ?

Scientist : Yes. That is my invention.

Assistant : How much did your invention cost, sir ?

Scientist : Only 250 taka.

Assistant : That's cheap. But what happens if there isn't any sun? sir ?

Scientist : Well, of course you can't use a solar cooker at night or when it rains.

Assistant : And the sun doesn't shine in the same place all the time, sir.

Scientist : Well, you can easily move the solar cooker into the sun.  
It's easy to move because it's not too heavy.

Assistant : Yes, sir. It's an excellent invention!

## B Ask and answer questions.

- 1 What is cheaper than electricity, gas, kerosene or wood ?
- 2 How much did the solar cooker cost ?
- 3 Why can't you use it at night or when it rains ?
- 4 Why is it sometimes necessary to move it ?
- 5 Do you think the solar cooker is (a) cheap, (b) quick, (c) easy ? Give reasons for your answers. (If you find this question too difficult, do exercise C first. Then return to this question and try to answer it.)

## C Make sentences.

Use tables A & B to make true statements like this :

Example : It's difficult to move gas cookers because they're too large.

Table A

It's	easy difficult	to	buy move	gas cookers pots chulas solar cookers electric cookers bamboo baskets
------	-------------------	----	-------------	--

Table B

because	they aren't they're	too	expensive. big. heavy. large.
---------	------------------------	-----	--

Write 6 statements down in your exercise book <sup>5</sup>

D Ask and answer questions.

Check your statements in C by asking and answering questions like this :

Example : A Why is it difficult to move gas cookers?

B Because they're too large. Why is it easy to buy .....?

---

5. If there isn't time in class, do it for homework.



## Lesson 12

## Giving Help

A Talk about the pictures, look at the questions, and read the passage.

- 1 What were the five helpful things that Lucy, Samira, Karim and Kamrul did?
- 2 Who were they helping ?

Lucy, Samira and Karim are talking in Mrs Masuda Mahmud's garden

"Who made Mrs Mahmud's solar cooker?" asked Lucy. 'Kamrul and I did,' replied Karim. "It's the second one we've made and it works better than the first. It only takes two and a half minutes to boil the water now. The first one took much longer."



"Karim and Kamrul also made other things," said Samira. "Yes, we even made the latrine Just behind the Health Complex," said Karim. "But Samira also helped us with that. In fact she worked much harder than we did." "Was it difficult to make latrine?" asked Lucy. "No," replied Karim. "But it's easier to make solar cookers, because they're smaller."



"But you've helped too, Lucy," said Karim. "You cleaned the Health Complex yesterday, look over there. Those Australian plants have grown much better than ours. And you gave them to us."

Now answer the two questions.

B True or false? If false, give the correct information

- 1 Karim and Kamrul made Mrs Musuda Mahmud's second solar cooker.
- 2 The second solar cooker wasn't as quick as the first one to boil water.
- 3 They aren't as large as latrines.
- 4 Latrines are easy to make.
- 5 Samira didn't work as hard as Karim.
- 6 Lucy worked in Mrs Masuda Mahmud's garden.

C Write about your partner.

1. First ask and answer these questions :

- 1 Who do you help ?
- 2 What help do you give?
- 3 Where do you do these helpful things?
- 4 Are they easy or difficult to do ?
- 5 How long do they take ?
- 6 When do you do them?

2. Then use the information your partner has given you to write a paragraph.

Begin like this :

(name of partner) .....helps

(name of people)

## Lesson 13

# Receiving Help

A Talk about the picture and read the passage.

Masuda has invited Lucy to her home.

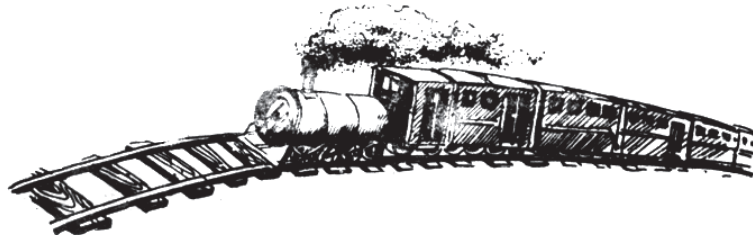
"Thank you very much, Lucy, for helping me," said Masuda. "It was a pleasure, Mrs Mahmud," Lucy said. "Everyone here's been so helpful to me. For example I was trying to find some temples in Cox's Bazar when I lost my way.

And then a complete stranger helped me "Wasn't Samira with you?" asked Masuda. "No," Lucy replied. "She was tired and I wanted to explore by myself."



"Has Samira taken you all round Bangladesh?" Masuda asked. ' Oh, yes," Lucy replied. "We've been to so many places!" "By train?" asked Masuda. "Yes," said Lucy. "Through lovely green countryside and over so many rivers. And there are such interesting stations too!" Masuda laughed. "I know a poem about that," she said and looked inside a desk under the window. "Here we are! I'll read it to you:

Over the mountains,  
Over the plains,  
Over the rivers,  
Here come the trains.



Under the bridges,  
Out of the tunnels,  
Inside the stations,  
They below their whistles."

"Very nice," said Lucy. "I like it very much !"

**B Ask and answer questions.**

- 1 Who helped Masuda ?
- 2 Who helped Lucy in Cox's Bazar ?
- 3 Where were the temples ?
- 4 How did she find the temples ?
- 5 How did Lucy travel round Bangladesh ?

**C Complete these statements.**

- 1 Every one was..... to Lucy.
- 2 She.....to find some temples, but she lost her .....
- 3 She has been all.....Bangladesh.
- 4 She went.....lovely countryside and..... many rivers.
- 5 Masuda ..... a poetry book ..... her desk.
- 6 The poem was about .....(Now write this word at the top of the poem)

**D Fill in the gaps in the passage with the following words :**

in      near      over      on      out      side

Lucy and Samira were sitting in the train and looking ..... of the window. "Look at those cows ..... there, Samira," said Lucy. "Where?" asked Samira. "..... that field at the..... of those houses ..... top of the small hill." "Oh, yes," said Samira. "When I see them, I remember the cows on the plains ..... my home," said Lucy. "Only it's greener here."

## Lesson 14

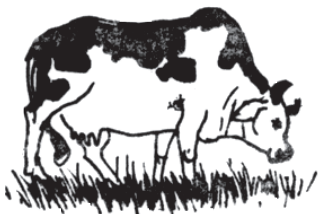
# Cows

A Talk about the pictures. Then read and listen to the poem.



Half the time they munched the grass  
and all the time they lay  
Down in the meadows in the month of May,  
A-chewing,  
A-mooing,  
To pass the hours away.  
"Nice weather," said the brown cow.  
"Ah," said the white.  
"Grass is very tasty."

"Grass is all right."  
Half the time they munched the grass  
and all the time they lay  
Down in the meadows in the month of May



A-chewing,  
A-mooing  
To pass the hours away.

"Rain's coming," said the brown cow.

"Ah," said the white.

"Flies are very tiresome,"

"Flies aren't all right."



Half the time they munched the grass  
and all the time they lay  
Down in the meadows in the month of May,  
A-chewing,  
A-mooing  
To pass the hours away.



James Reeves  
(Adapted)

## B Ask and answer the questions.

- 1 Which word in the poem means the same as 'munch'?
- 2 What were the cows doing to 'pass the hours away'?
- 3 What did the cows 'like and what didn't they like'?
- 4 How did time pass for the cow ?

## C Fill in the gaps in the paragraph with meaningful words.

Karim was walking slowly through the meadows towards Samira's village. He was thinking. "The countryside is peaceful and quiet," he said to..... "And the weather's not too ..... " He ..... at a large tree. Haspia wasn't ..... now. She was with her husband and baby.....in the hills. He saw a cow ..... the grass and felt happy.

## Unit Three : Pen-Friends

### Lesson 1

# Mrs Chowdhury

A Talk about the picture and read the passage.

Mrs Chowdhury teaches English in Class 7 at the Sonapur High School. Like Mrs Amin, she is an excellent teacher, and all her students like her because she is interested in them.

One day, Samira took one of Lucy's letters with her to school and showed it to Mrs Chowdhury. "This is interesting," Mrs Chowdhury said. "Do you know much about Australia now, Samira?" "I only know about Sydney," Samira replied. "But I want to know about other places and other countries too."



"Yes," said Karim, "I'd like to know about China and Thailand." "And I'd like to know about the USA and Canada," said Mina. "I think we all want to know about other countries," said Rafiq. "So let's make a list of them." "That's a good idea," said Mrs Chowdhury. So all the students made their own list.

B Ask and answer questions.

- 1 Who is like Mrs Amin ?
- 2 How many students do you know in her class ?
- 3 How many letters did Samira show Mrs Chowdhury ?
- 4 What did the students in Class 7 want to know about ?
- 5 What did they make a list of ?

C Make lists.

- 1 Make a list of all the countries in the passage in section A.
- 2 Now make your own lists.

List A: Write down all the countries (or places) you know about. Then ask and answer questions like this:

A What countries or places do you know about ?

B (Read out your List A.)

A What do you know about (name one of the countries or places in your partner's List A) ..... ?

B (Say what you know about it. Then ask :) What countries or places do you know about ?

List B : Write down all the countries (or places) you are interested in and want to know about. Then ask and answer questions about the countries (or places) in list B like this :

A What countries or places are you interested in and want to know about ?

B (Read out your List B).

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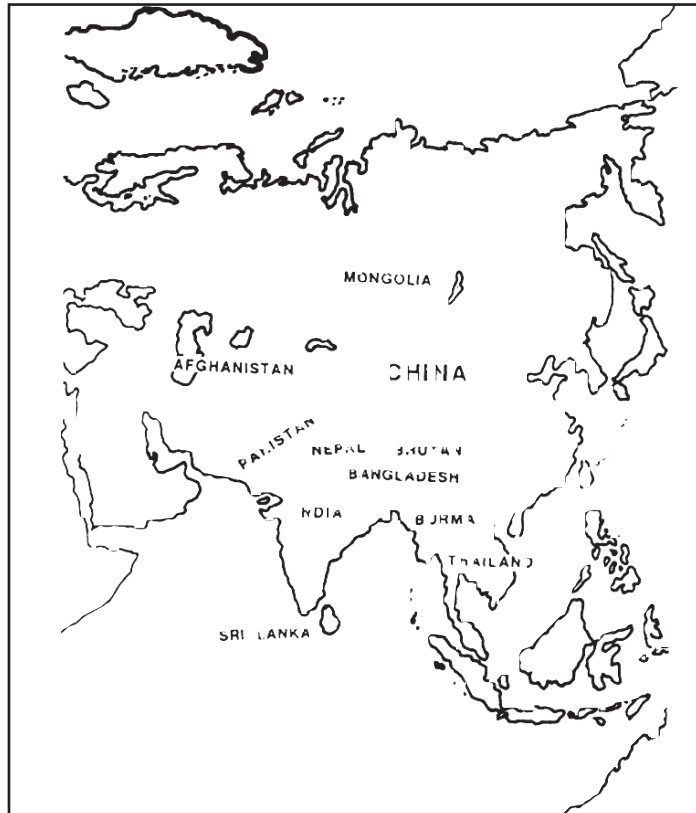
6 As well as the maps shown in Unit 3, a large map of the world would help for this and other lessons in the unit.

## Lesson 2

# Different Places

A Talk about the map. Then read and act out the dialogue.

Map I : Asia



Mrs Chowdhury is looking at her students' lists.

Mrs Chowdhury : Why are you interested in so many countries, children ?

Samira : Because they're different from our own, madam.

Mrs Chowdhury : Yes, Samira. Can any of you tell me some of the differences?

Karim : China's bigger and Bhutan's smaller.

Mrs Chowdhury : Good, Karim.

Salam : Bangladesh is smaller than England, but England doesn't have as many people as Bangladesh.

Mrs Chowdhury : Good, Salam. Yes, we have a larger population. There are differences of size and population. What else ?

Mina : Saudi Arabia is hotter than here and they don't have as much rain as Bangladesh.



Mrs Chowdhury : Very good, Mina. Yes, our climate is also different. And these differences make other countries in the world interesting.

B True or false ? If false, give the correct information.

- 1 China and Bhutan are of the same size.
- 2 England is larger than Bangladesh.
- 3 The population of Bangladesh is smaller than that of England.
- 4 Bangladesh is not as hot as Saudi Arabia.
- 5 Saudi Arabia doesn't have as much rain as Bangladesh.

C Make sentences.

1 Look at the chart below.

Country	Population (in millions)	Rain (in inches)
Australia	17	46
Bangladesh	129.3	80
Canada	27	40
China	1,162	21
England	58	25
India	852.6	25
Mongolia	2	13
Saudi Arabia	16	2

2 Now use the chart and the table below to make true sentences about all the countries.

Country (in chart above)	doesn't have as	much	rain	as	Country (in chart above)
		many	people		

Example : 1 Australia doesn't have as many people as Canada.

3 Write 5 of your sentences in your exercise book.

D Read the paragraph

The sentences are in the wrong order.

Amina wanted her letter to go to Australia. They asked the club to send their letters to many different countries. Mrs Chowdhury's students were interested in many different countries. "Pen-friends can tell us interesting things about their country," said Amina. Then all the students in her class wrote a letter. So Samira told them about her pen-friend club. They all wanted to have pen friends like Samira.

Now write them in the correct order in your exercise book.

## Lesson 3

# Amina's Letter : Part 1

A Talk about the picture and read the passage.



This is the first part of the letter sent by Amina to the pen-friend club.

Sonapur High School  
P. O. Sonapur  
Dist. Rangpur  
Bangladesh  
10 May 1981

Dear Friend

I am writing to you because I want to become your pen-friend. I'm also very interested in Australia and want to know more about life there. I come from a country called Bangladesh and am a student in Class 7. Now I'll tell you something about my country. I think it's very different from yours.

Australia is larger than Bangladesh, but it has a smaller population. In fact most countries have fewer people than ours. So life is difficult for us, because we have more people but less land than other countries.

Bangladesh has a very hot climate with a lot of rain. Our land is very flat with only a few hills. We also have a lot of large rivers. So during the rainy season, we often have many floods. Then more people need boats and life becomes more difficult for us.

**B Choose the correct statement.**

- 1 Amina is writing to a
  - a pen-friend club.
  - b pen-friend.
  - c Bangladeshi friend.
- 2 Bangladesh has ..... than Australia.
  - a more land and people.
  - b less land and more people.
  - c more land and fewer people.
- 3 Life is difficult in Bangladesh because it is a
  - a small country with a small population.
  - b large country with a large population.
  - c small country with a large population.
- 4 In Bangladesh there aren 't a lot of
  - a hills.
  - b floods.
  - c rivers.
- 5 Life is more difficult during the rainy season because
  - a more people need boats.
  - b the land is very flat.
  - c there are a lot of floods.

**C Re-write the statements replacing the underlined words with these:**

theirs          yours          mine          ours

- 1 If you tell me about life in your country, I'll tell you about life in my country.
- 2 Life in my country is different from life in your country.
- 3 The climate in Australia is hot, but we think our climate is hotter.
- 4 Their country is large, but our population is larger than their population.

D Use the chart on Page 87 and the table below to make true statements.

1 Use the table to write 4 true sentences about India and China.

There	is are	less more	(UNCOUNTABLE) rain	in	India than China. China than India.
		fewer more	(COUNTABLE) people		

2 Now write 8 sentences, 4 each about rain and people in all the countries like this :

Example : (Country) Australia has (more/less/fewer) fewer  
(rain/people) people than (another country) China.

Then check by asking and answer questions like this :

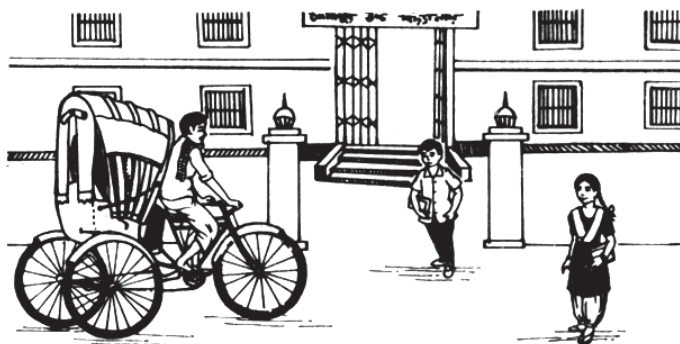
A How is Australia different from China ?

B It has fewer people. How is India.....?

## Lesson 4

### Amina 's Letter : Part 2

A Talk about the picture and continue reading Amina 's letter.



This is the second part of Amina's letter to the pen-friend club.

My father is a farmer, so I live in a village. Bangladesh is a land of farmers and villages. My mother is a teacher. She teaches at a school in Sonapur. It's a primary school and smaller than Sonapur High School. Ours is the largest school in Sonapur and I have many friends there.

In my class there are 57 students. It's quite large, but there are larger ones in the school. The largest class has 63 students.

I like Sonapur. It's a very nice town with a lot of shops and offices. It's bigger than my village, but not as big as Rangpur. Rangpur is the biggest town in our district, but I've only been there a few times.

## B Ask and answer questions.

1 First look at the table.

big large small	bigger larger smaller	biggest largest smallest
-----------------------	-----------------------------	--------------------------------

2 Look at the picture again and ask and answer these questions.

- 1 How many people can you see in front of the school ?
- 2 Who is the largest/biggest ?
- 3 Who is the smallest ?
- 4 Who is smaller than the girl ?
- 5 Who is larger/bigger than her ?

3 Now ask and answer these questions.

- 1 Where does Amina's mother teach ?
- 2 Is it smaller or larger than Amina's school ?
- 3 What is the largest school in Sonapur ?
- 4 How many students are there in Amina's class ?
- 5 What is the size of the largest class in Amina's school ?
- 6 What is the biggest town in Rangpur District ?

## C Fill in the gaps.

1 Look at the chart for Sonapur High School.

Class	No of boys	No of Girls	Total Number
6	31	32	63
7	29	28	57
8	33	27	60
9	31	26	57
10	25	23	48

- 2 Now use the chart and the clues below to fill in the gaps to make correct statements.

more fewer same larger largest smaller smallest

- 1 Class 10 is the .....class in the school and Class 6 is the .....
- 2 Class 8 is ..... than Class 6: but ..... than Class 10.
- 3 There are .....girls than boys in Class 6, but ..... girls than boys in Class 7
- 4 There are ..... students in Class 8 than in Class 9, but there are the ..... number of students in Classes 7 and 9.
- 5 There are ..... boys than girls in the school.

## Lesson 5

### Amina's Letter : Part 3

- A Read the questions and then listen to the third part of Amina's letter.

- 1 Which two seasons has Amina written about ?
- 2 Which two poets has Amina written about ' ?

- B Ask and answer questions.

- 1 First look at the table.

hot	hotter	hottest
good	better	best

- 2 Now listen to the passage again and answer the questions.

- a First listen to the first paragraph and answer these questions.

- 1 Why is Bangladesh very beautiful ?
- 2 When is Bangladesh more beautiful ?
- 3 What makes everyone feel happy again ?
- 4 When is the best time of the year ?

- b Now listen to the rest of Amina's letter and answer these questions.

- 5 What did Amina want to send to her pen-friend ?
- 6 Why did she want to send it ? (Two reasons)
- 7 What did Amina want her pen-friend to tell her about ? (Three things)

C Fill in the gaps in the paragraph with a meaningful word.

All the Class 7 students wrote letters to a pen-friend ..... wrote them in Mrs Chowdhury's class. Mrs Chowdhury helped ..... with their English. Amina wrote the longest letter ..... made more mistakes than Mina, but Mina's letter was shorter. Mrs Chowdhury thought ..... letters were excellent. "I think ..... pen-friends will like them," she said.

## Lesson 6

# Cloud

A Talk about the picture. Then read and listen to the poem.



Amina sent this poem to her pen-friend, Eewanna.

## Cloud

Black Cloud, come down, come down,  
Flower-bearing cloud, come down, come down,  
Cloud like cotton, Cloud like dust.  
O let your sweet pour down.

Blind Cloud, Blind Cloud, come,  
Let your twelve Brother cloudlets come.  
Drop a little water so that we  
Will eat good rice.

Straight Cloud, Strong Cloud, come,  
Lazy Cloud, Little Cloud, come,  
I will sell the jewel in my nose and buy  
An umbrella for your head  
Soft Rain; gently fall,  
In the house the plough quiet lies,  
In the burning sun the farmer dies,  
O Rain with laughing face, come!

Nakshi Kanthar Math, by Jasim Uddin

Translated by Mrs E M Milford.

**B Ask and answer the questions.**

- 1 What time of year is it ?
- 2 What does the poet want 'Cloud' to bring ?
- 3 How many ways does the poet describe 'Cloud' ?
- 4 Which description do you like best ? Give a reason.

**C Fill in the gaps in the paragraph.**

Use the verbs below to fill in the gaps. Use their correct form.

You can use more than one word in each gap.

feel      write      bring      go      take

All the students posted their letters at the post office. "Your letters ..... a long time," explained Mrs Chowdhury. "They must .....a long way." The children waited and waited. Then one day Mrs Chowdhury ..... a letter to her class. Everyone..... very excited. It was from Australia. "Someone ..... a letter to you, Amina," Mrs Chowdhury said.



## Lesson 7

## Letter From Australia: Part 1

A Talk about Map 2, read the letter, and then complete the statements.

- 1 New Zealand is much ..... than Australia.
- 2 Tasmania is the ..... island on the map.
- 3 Alice Springs is in the ..... of Australia.
- 4 Sydney is ..... nearer the sea than Alice Springs.
- 5 ..... of the cities and towns in Australia are in the south-east.

Map 2 : Australia (with Tasmania) and New Zealand.



This is the first part of a letter from Australia. A young Australian girl called Eewanna wrote it.

Amoongun  
Near Alice Springs  
Australia  
15th June 1981

Dear Amina

Thank you very much for your interesting letter. I'm very happy to become your pen-friend. I enjoyed reading about Bangladesh very much and I liked the Bangladeshi poem. Now I want to tell you about my people and my country.

There are many differences between Bangladesh and Australia. My country is certainly much bigger than yours. In fact it's vast, but we have much fewer people. And the fewest people are in the Great Central Desert, because it's the most difficult part of Australia to live in. Your country is green, but the Australian desert is brown and yellow and you can't see any trees for miles and miles. And this vast desert covers most of the country

Our climate is also one of the hottest in the world and it's one of the driest, too. Your rainfall is one of the highest in the world, but ours is one of the lowest. The rain only comes once or twice a year and some years there isn't any at all. I think Jasim Uddin wrote his poem especially for us!

**B True or false? If false, give the correct information.**

- 1 Amina wrote a letter about Australia.
- 2 Australia is a desert.
- 3 Most of Australia is brown and yellow.
- 4 Most of Australia has a hot, dry desert climate.
- 5 Australia has more rain than most countries in the world.

**C Ask and Answer questions.**

Complete the questions. Then use the clues (in brackets) to answer them.

Questions	Answers
1 Who .....an interesting letter about Bangladesh?	(Name only)
2 What are the differences .....Australia and Bangladesh? .	(4 differences)
3 Why is it difficult for people to live in most ..... of Australia?	(2 reasons)
4 What covers .....of Australia?	(1 word)
5 Why does Eewanna think that Jasim Uddin wrote his poem .....for her people?	(2 reasons)

## D Make sentences.

1 First look at Table 1.

Table 1

more	most
less	least
fewer	fewest

2 Then look at Table 2.

Table 2

They have the	least	(UNCOUNTABLE)	in	the Great Central Desert.
	most	rain		
	fewest	(COUNTABLE)		
	most	People		the south-east

3. Now use the tables and information in Section A to make 4 true sentences using most/least/fewest about the Great Central Desert and the south-east of Australia. Write them in your exercise book.

Begin like this :

Example : In Australia they have the  
(a) least .....

## Lessen 8

# Letter From Australia : Part 2

- A Talk about the photo of Eewanna and her family and continue reading her letter.



This is the second part of the letter from Australia.

My name is Eewanna and I'm fourteen years old. I'm sending you a photo so that you can see me and my family. I'm standing with my elder brother and younger sister. My parents are behind us. My father is an artist and my mother is a seamstress. My father paints beautiful pictures and carves wood. My mother makes beautiful clothes. We live in the Great Central Desert near a town called Alice Springs.

We are Australian Aborigines. I want to tell you about the aboriginal people of Australia so that you can understand us.

We are one of the world's oldest races. We lived in Australia for many thousands of years before any other people came. Nobody knew about us. We lived simply. We didn't use clothes, houses or furniture. We didn't have horses, cows or goats and we didn't grow wheat or rice.

We hunted animals and collected plants. We were clever and used footprints in the desert sand. We were friendly and shared everything.

- B Complete the statements.

- 1 There are ..... people in Eewanna's family.
- 2 An ..... paints pictures.
- 3 Eewanna is an Australian.....
- 4 Aborigines are a very..... race.
- 5 A life without clothes, houses or furniture is .....

### C Write sentences with 'so that'.

1 Read these sentences and find them in the passage.

1 I am sending you a photo so that you can see me and my family.

2 I want to tell you about the aboriginal people of Australia so that you can understand us.

2 Now read and match List A & B. Then join them with 'so that they could' to make sentences about the Aborigines similar to those above (in C 1). Write them in your exercise book. The first one is done for you.

Example: The Aborigines

a hunted animals so that they could eat them.

b wanted rain.....

#### List A

hunted animals

wanted rain

used animals' foot prints

didn't have many things

collected plants

#### List B

live simply

eat green vegetables

eat them

hunt them

drink water

### D Now write more sentences about ourselves.

Read and match Lists A & B to make more sentences with 'so that we can' about ourselves. The first one is done for you:

Example: We have

a pen-friends so that we can receive interesting letters.

#### List A

pen-friends

umbrellas

schools

post offices

songs

#### List B

enjoy ourselves

post our letters

receive interesting letters

keep ourselves dry

learn many things

## Lesson 9

# Letter From Australia : Part 3

- A Talk about the picture of the aboriginal artist, read the questions, and listen to the last part of Eewanna's letter.



First read these questions.

- 1 What do the Australian Aborigines like thinking about?
- 2 What does Eewanna like doing?
- 3 What is Eewanna going to send Amina?

Then listen to the third part of the letter that Amina received from Australia.

- B Now listen to the passage again and complete these statements.

- 1 The Aborigines' past was like a .....
- 2 They like ..... together.
- 3 Albert Namatjira is a famous aboriginal .....
- 4 Eewanna wants to see a Bangladeshi .....
- 5 An emu is an Australian .....
- 6 It's strange because it is very ..... and cannot, .....

**C** Fill in the gaps in the dialogue. Then act it out.

Use the clues to fill in the gaps:

parents      differences      parts      city      Aborigine      both

Amina is talking about Eewanna 's letter with her Class 7 friends.

Karim : That's an interesting letter, Amina. But does Eewanna come from the same country as your pen-friend, Samira ?

Samira : Yes, of course, Karim. They're ..... Australians.

Mina : Yes, but Lucy's not an .....

Samira : No. Her ..... came from England.

Amina : Yes. And they live in very different ..... of Australia.

Lucy lives in a ..... , but Eewanna lives in the Great Central Desert.

Samira : I think Australia's a vast country with many .....

And it's also very different from ours.

## Lesson 10

# Emus

- A Talk about the picture. Then read and listen to the poem. This is the poem that Eewanna sent to Amina.

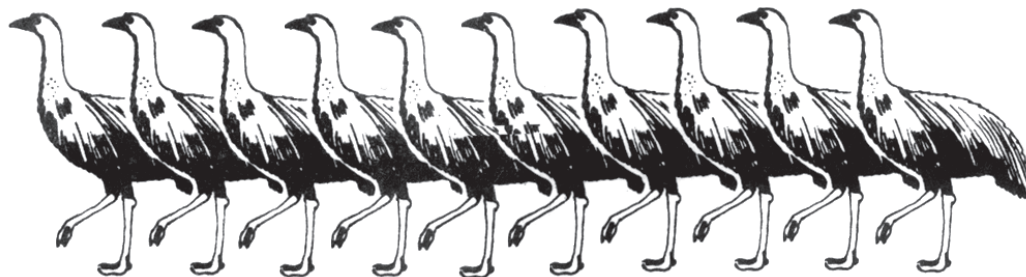
### Emus

Along a level hill  
A gap in wild space  
Last night's sleepy chill  
Was wet on morning's face.

I will never forget;  
Tall against the sky  
In kingly silhouette  
Ten emus walking by.

One after one they went  
In line and without haste  
A strange and new event,  
Ten emus grandly paced.

I from the narrow place,  
Watching them filing past,  
In the great central space  
Silent and vast.



Mary Fullerton (adapted)



## B Complete the statements.

- 1 The poem is about .....
- 2 They lived in the wild ..... of the Australian .....
- 3 The place was ..... and vast.
- 4 The poet saw..... emus in the early
- 5 It was 'strange and new' to see .....
- 6 The emus couldn't .....the poet, because she was in a ..... place.
- 7 They walked in ....., 'one after one'.
- 8 They were ..... and kingly.

## C Read the paragraph. The sentences are in the wrong order.

Eewanna is talking about herself.

"I shall never forget it. Then suddenly I saw some emus. I was walking in the desert near my home early one morning. No rain as usual, I thought. There were no clouds in the sky. "I want to tell you about an event," Eewanna said. "They were walking one after the other in a line."

Now write the sentences in the correct order.

## Lesson 11

# Letter From Mongolia : Part 1

## A First find Mongolia on Map 1 (page 72)

Then talk about the picture and read the letter.

This is the first part of a letter from Mongolia. A young Mongolian boy called Endon wrote it.

Ulasutai  
The People's Republic of Mongolia  
20th June 1981

Dear Rafiq

Thank you very much for your letter I liked reading about you and your country and I'm very happy to become your pen-friend. I'm sorry I haven't written to you before, but I've been very busy Now I want to tell you about my country and family. My father and I are shepherds. We have about a thousand sheep and in the summer season we take them from one place to another.

Our sheep look for grass on the great plains and we follow them on our horses. We don't have a lot of grass because we don't get much rain.

We certainly have much less rain than you have in your country but this year it's been good. The grass is high now and our sheep are fat and healthy. So this year we're lucky.

Our sheep are important in our lives because they're very useful. They give us many useful things like meat and wool. We Mongols use their wool to make a thick cloth called felt.



### B Ask and answer questions.

- 1 What did Endon receive?
- 2 Why was he happy?
- 3 What does he do?
- 4 Why does he go from one place to another?
- 5 Why was he lucky in 1981?
- 6 What is felt?

### C Make sentences.

1 Use the table to write 6 different correct sentences about all the children like this :

Example : 1 Samira liked talking about her pen-friend.

Samira Rafiq Endon Amina Eewanna	liked	reading thinking talking writing	about	his/her past. Bangladesh. Australia. Mongolia. his/her/pen-friend.
--	-------	---	-------	--

2. Then check your sentences by asking and answering questions like this:

Example : A What did Samira like talking about?  
B Her pen-friend. What did Rafiq like reading about?

### D Ask and answer questions about yourselves.

Now ask and answer similar questions to those in C about yourselves like this:

Example : A What do you like talking about?  
B I like talking about football. How about you?

## Lesson 12

## Letter From Mongolia : Part 2

A Talk about the picture and continue reading the letter.

This is the second part of the letter to Rafiq from Mongolia

Sheep are important, but the most important animal for us is the horse. We Mongolians love them very much and we all have one. We are nomads and ride our horses everywhere. I have a very fine horse and when it is the summer season I ride him over the great open spaces of our plains every day. The Mongolians have always been famous riders and I often think about our



Genghis Khan

great leader, Genghis Khan, and our long history, think you will like my picture of him.

During the summer season we live in tents so that we can move around easily. Our tents are called yurts. They are very comfortable homes and we like living in them. I'm sitting in my yurt now. We put it up this afternoon because we want to stay here for a few days. Then, when our sheep have eaten a lot of grass, we'll move on to another place.

B True or false? If false, give the correct information.

- 1 Sheep are more important than horses for Mongolians.
- 2 Mongolians love horses.
- 3 A yurt is an animal.
- 4 Genghis Khan was a great Mongolian leader.
- 5 Mongols live in tents during the summer.

C Make true sentences about Endon from the table, like this :

Example : 1 Endon liked riding over the great plains.

Endon liked	riding moving putting	on up around over on to	the great plains. the open spaces. his yurt. his horse. different places.
-------------	-----------------------------	-------------------------------------	---

Then check your answers by asking and answering questions like this:

A What did Endon like doing?

B He liked riding over the great plains. What else did he like doing?

**D Write about your partner.**

1 First write down 3 things you like doing. You can use these clues :

reading writing travelling riding swimming eating playing

Example : I like swimming in the river.

2 Next ask and answer questions like this.

Example : A What do you like doing(name of partner)  
.....?

B I like swimming in the river. How about you,(name of partner) ..... ?

When you have asked and answered about the 3 things, ask and answer :

What do you like doing best?

3 Then write a paragraph about your partner like this :

(Name of partner) ..... likes doing many things. S/He likes  
(write about the first 2 things) .....But s/he likes  
(write about the thing s/he likes doing best) ..... best.

## Lesson 13

## Letter From Mongolia : Part 3

- A Talk about the picture and continue reading the letter. This is the third part of the letter to Rafiq from Mongolia.

Yurts are not difficult to put up. They're made of sticks and felt. First you make a round frame about four feet high with some sticks. Next you tie the felt over the round frame. Then you put more felt on the floor of the yurt so that it's soft and warm.



A Yurt

You'll be surprised to know that most Mongolians have two homes. I've told you about our summer home, but we have another one for the winter season. That's because our winter is so cold. In January the temperature is about 16 degrees Fahrenheit. That's very much colder than the temperature of your country in January. So in winter we can't move around, but stay in one place.



A Winter Home

Then we stay in our winter homes. They're made of stone so that we can keep ourselves nice and warm.

That's all for now, Rafiq. Please write to me soon and tell me what your home is made of.

From your friend,  
Endon.

- B Choose the correct statement.

- 1 Yurts are easy to
  - a make up.
  - b tie up.
  - c put up.

- 2 The frame is
  - a four feet high.
  - b soft and warm.
  - c on the floor.
- 3 The frame is made of
  - a thick cloth.
  - b sticks.
  - c felt.
- 4 Mongolia is ..... Bangladesh in winter.
  - a much colder than
  - b as cold as
  - c much less cold than
- 5 The Mongolians move around
  - a in the summer season.
  - b in every season.
  - c in the winter season.

**C Make sentences.**

First find this sentence in the passage :

You'll be surprised to know that most Mongolians have two homes.

Then use the table to make similar true sentences.

Arnina's Rafiq's Samira's	pen-friend is	a shepherd. a Mongolian. from Sydney. a nomad. an Aborigine. from Australia. from Monoglia.
---------------------------------	---------------	---

Example : 1 You'll be surprised to know that Amina's pen-friend is an Aborigine.

**D Fill in the gaps with these words :**

cold colder coldest the same hot hotter hottest

Amina, Rafiq & Kamrul are talking about their pen-friends with Mrs Chowdhury.

- Rafiq : I think Mongolia's the coldest place in the world !
- Amina : And Australia's the .....!
- Mrs Chowdhury : Well some places are .... than Magnolia and ..... than Australia!
- Kamrul : Samira said that Sydney was very..... in winter.
- Mrs Chowdhury : Well, think about our country. Is the temperature always..... here ?
- Kamrul : No, it's..... in summer and..... in winter.
- Mrs Chowdhury : And why does your friend have two homes, Rafiq ?
- Rafiq : Because it's not as..... in the summer as it is in the winter.
- Mrs Chowdhury : Exactly ! And where's your friend from, Kamrul ?
- Kamrul : Canada, madam. Look. I've just received a letter from him.

## Lesson 14

# Letter From Canada : Part 1

A Talk about Map 3. Then read the letter.

This is the first part of the letter to Kamrul from Canada.

Map 3 : North America



1005 Saint Catherine Street  
Montreal  
Canada

22nd June 1981

Dear Kamrul

Many thanks for your interesting letter. My teacher gave it to me because I'm very interested in other countries like yours. So I'm very happy to become your new pen-friend.

My name's Marcel Dupre and I'm Canadian. My family live in Montreal. It's a large city in the east of Canada. You'll be surprised to learn that people here speak French and English. My family came to Canada from France before the Second World War, so we speak French. In fact we're French Canadians.

We also use French at my Secondary school, because it's a French medium school. But we study English there, too. Most Canadians speak English, so it's very important for us, but French is my first language. If I write a lot of letters to you, my English may get better. I hope so, because I want to improve my English.

## B Ask and answer questions.

- 1 First use the clues to make 5 questions beginning with 'Why', then ask & answer them beginning with 'Because'. The first one is done for you.

Example : 1      Q Why was Marcel happy to have a new pen-friend?  
                          A Because he was very interested in other countries.

1	Marcel	~	happy	~	new pen-friend?
2	Marcel	~	speak French	~	at home?
3	Marcel	~	speak French	~	at school?
4	English	~	important	~	in Canada?
5	Marcel	~	want to write	~	a lot of letters?

## C Make sentences using 'may'.

- 1 Find this sentence in Marcel's letter:  
If I write a lot of letters to you, my English may get better.
- 2 Now use the table to make 5 true similar sentences like this:  
1 If you travel to Mongolia you may see a nomad.



If you travel to	Mongolia Australia Canada	you may see	an Aborigine. Montreal. a yurt. an emu. a nomad.
------------------	---------------------------------	-------------	--

**D Write more sentences with 'surprised'.**

1 Use the clues to make 4 more sentences about Bangladesh like this:

Example : 1 Marcel was surprised to learn that there were so many people in Bangladesh.

people rivers rain schools hills many much few

2 Now write down the 3 things that have surprised you the most about Australia, Mongolia and Canada. Begin like this :

1 I was very surprised to learn that .....

## Lesson 15

# Letter From Canada : Part 2

**A** Talk about the picture, look at questions, and then listen to the second part of the letter to Kamrul from Canada.



- 1 What does Marcel dislike?
- 2 Why does he dislike it?
- 3 What is the fastest way to travel in Montreal?

**B Now listen to the passage again and ask and answer these questions.**

- 1 Make a list of five things that Montreal is full of.
- 2 Why may you sit in Montreal and wait for hours and hours?
- 3 What do people call the underground railway?
- 4 Where can't you go on it?
- 5 Why is Marcel lucky?
- 6 What does Marcel use to travel to school every day?

When you've answered the questions, listen to the passage again and check your answers.

**C Make sentences.**

- 1 Use the table to make 5 true sentences. The first one is done for you.

Example : 1 Endon used sticks and felt to make a yurt.

Endon Marcel Eewanna	used	sticks and felt footprints the subway a horse French	(in order) to	study at school. follow sheep. hunt animals. travel easily. make a yurt.
----------------------------	------	--	---------------	--

- 2 Then use your sentences to make 5 more similar sentences starting :

If I go to (name of country) I may use (then use the table to complete the sentence).

Example : 1 If I go to Mongolia, I may use sticks and felt to make a yurt.

Write your sentences in your exercise book.

**D Complete the paragraph**

Use these words to fill in the gaps. Use the correct form of any verb.

use in order to make traffic difficult

Marcel lived in Montreal in Canada. It was..... for people to travel around there because of the .....So they ..... an underground railway ..... make life easier. It's called the subway. Marcel .....it every day, but he can't travel outside Montreal on it.

## Lesson 16

## Letter From Canada : Part 3

A Talk about Marcel's photo and read his letter.

This is the third part of the letter that Kamrul received from Canada.

My family live on the eighth floor of an apartment building. There are ten floors altogether and on each one there are eight apartments. We have stairs, but we reach our apartment more quickly and easily in the elevator than on foot. The apartments are quite small but comfortable. We have three rooms and a kitchen. Our summers are very hot and the winters are very cold, but we keep ourselves cool in the summer and warm in the winter in our apartment.

I'm sending you a photo of the view from my bedroom window. I took it last winter and you can see the snow and ice. You can also see some of the other tall buildings in Montreal. Next time I'll send you another photo. I took it in the forests up in the mountains during our last holiday. I hope you will visit my country one day to see everything for yourself.



All for now. I'm very excited to have a new pen-friend, so please write, quickly.

From your friend,

Marcel.

B Complete the statements.

- 1 There are ..... apartments altogether in Marcel's building.
- 2 Walking up the stairs is and more..... than using the elevator.
- 3 Marcel's apartment was ..... because it was warm in ..... and cool in .....
- 4 There is..... and..... in Montreal in the winter.
- 5 In Canada there are ..... and..... outside Montreal.

C Make sentences.

Join lists A and B with 'more quickly and easily' to make 5 more true sentences about Marcel, Eewanna and Endon like this :

Example : 1 Marcel could reach his apartment more quickly and easily in the elevator than on the stairs.

List A

reach his apartment  
hunt animals  
travel by underground train  
speak French  
go to school  
ride over the plains

List B

than go on foot.  
than English.  
by following footprints.  
in the elevator than on the stairs.  
than on the busy roads.  
on the subway than by car.

D Talk and write about yourselves.

1 Ask and answer these questions.

What do you use to keep

- a warm in winter?
- b cool in summer?
- c fit and healthy?
- d your teeth clean?
- e your clothes clean?

2 Then use your partner's answers to write about her/him. Begin like this:  
(Name of partner) ..... uses ..... to keep warm in winter.

3 Then ask and answer questions like this around the class :  
What does your partner use to keep warm in winter?

## Lesson 17

# Travel : Part 1

A Read and act out the dialogue.

Mrs Chowdhury is talking with her class.

Mrs Chowdhury : Have you all enjoyed reading your letters, children?

Samira : Yes, and now we want to travel to exciting places and meet our new friends.

Amina : But how ? It's so expensive to fly!

Karim : Why don't you travel more cheaply then?

Amina : How? By ship? The sea's so dangerous! I don't want to find myself on a desert island!

Mina : Like Robinson Crusoe?

Rafiq : Well, he built a nice house on his island to be comfortable. But I can't travel to Mongolia by ship.

Mrs Chowdhury : (Laughing) Will you go by horse, Rafiq? Travel's exciting and it's not always difficult.

**B Ask and answer the questions.**

- 1 Who lived on a desert island?
- 2 Why do you think he lived on a desert island?
- 3 Did he live there for a long time? How do you know?
- 4 Why can't you travel to Mongolia by ship?
- 5 Do you think travel's exciting? (Give a reason.)

**C Make a dialogue in order to compare Marcel with yourself.**

- 1 First write 5 or more correct sentences from the table.

Marcel	lived travelled wrote	more  less	correctly easily cheaply quickly comfortably	than	I do.
--------	-----------------------------	------------------	--	------	-------

- 2 Then use your sentences to ask and answer questions like this :

A Did Marcel live more comfortably than you do?

B Yes, he did/No, he didn't, because I (give a reason)

..... How about you?

**D Fill in the gaps in the paragraph.**

Use these clues with the correct form of each verb:

look live go know write travel

Mrs Chowdhury continues to talk to her class.

"I..... a poem about travel," said Mrs Chowdhury to her class. "It's by Robert Louis Stevenson. He ..... about a hundred years ago and..... many story books. He liked ..... because he was sick. He was ..... for a warm comfortable climate. He ..... to many places and died on a small island. Now I'll read it to you."

## Lesson 18

# Travel : Part 2

### A Read and match.

First talk about the pictures. Next read and listen to the poem. Then match each picture with a verse in the poem.

Let us leave our place and go  
To see the golden apples grow-  
Where below another sky  
Parrot islands anchored lie.  
And, watched by cockatoos and goats.  
Lonely Crusoes building boats:



Where in the sunshine reaching out  
Eastern cities miles about,  
Are with mosque and minaret-  
Among sandy garden set.  
And the rich goods from near and far  
Hang for sale in the bazar;

Where amongst the desert sands.  
Some silent city stands.  
Not a foot in street or house,  
Not a sound of child or mouse;  
Where the ugly crocodile  
Lies and watches in the Nile.  
And the red flamingo flies-  
Hunting fish under blue skies;





Where in jungle near and far,  
Man-devouring tigers are  
Lying close and giving ear  
Because the hunt is drawing near,  
Or a comer-by is seen  
Swinging in a palanquin.

R.L. Stevenson  
(Adapted from 'Travel')

**B** Ask and answer questions.

- 1 Where do we travel from? (In the poem.)
- 2 How many places do we travel to?
- 3 What are they like? (Use the pictures and the poem.)
- 4 Why does the poet want us to go to these places?
- 5 Which place do you like best/least? Give a reason for both.
- 6 What do you think is the best way to travel there?

**C** Use these clues to write a paragraph about the country you want to visit the most.

Name of country

Ways of getting there

Which way you like best

2 reasons for going there

The best time to go there

## Unit Four : Working Together

## Lesson 1

## Rafiq

## A Talk about the picture and read the passage.

Rafiq lived with his family just outside Sonapur. His father was a farmer, like Samira's. During his free time, Rafiq helped his father on his land. It was hard work, but he liked working with everybody. Even his grandfather helped, because he was still a strong man.

Rafiq often talked with his grandfather about things. His grandfather was fond of his grandson and Rafiq showed him Endon's letters from Mongolia. "Endon wants you to visit him," said grandfather. "But Mongolia's too far away from here and we're poor people. But my grandfather was rich."



"If my great-great-grandfather was rich, how did we become poor?" asked Rafiq. "Ah, well," replied grandfather. "That's a long story, Rafiq."

## B True or false? If false, give the correct information.

- 1 Samira's father was a farmer.
- 2 Rafiq liked farming.
- 3 Rafiq's grandfather was weak.
- 4 Rafiq's grandfather didn't want Rafiq to go to Mongolia.
- 5 Rafiq's father was rich.

## C Read and match.

- 1 First read and match Lists A and B and write them in your exercise book like this :

Example : 1 Endon was a shepherd. His father was also one.

List A

Endon was a shepherd.  
Rafiq listened to Mrs Chowdhury.  
Rafiq hasn't seen an emu.  
Mrs Amin taught English.  
Eewanna can read footprints.  
Rafiq's father was a farmer.

List B

Samira's father was also one.  
Most people haven't seen one.  
Most Aborigines can read them.  
All the students listened to her.  
Mrs Chowdhury also taught it.  
His father was also one.



- 2 Then join your sentences with 'like' to make one sentence and write them in your exercise book. Use the sentences in List A first. Then those in List B. The first one is done for you.

Example : 1 Endon was a shepherd like his father.

D Read the paragraph. The sentences are in the wrong order.

"So it's easier," grandfather explained. "Can you tell me, grandfather?" They were talking about their work. "I don't know," Rafiq replied. "Well, two or more people work better than one, because they work more quickly." "Why is working together important, Rafiq?" grandfather asked. Rafiq and his grandfather were working together in their field.

Now write them in the correct order.

## Lesson 2

# Abdur Rahman: Part 1

A Talk about the picture and read about Abdur Rahman.

Rafiq's great-great-grandfather, Abdur Rahman was born more than a hundred years ago. He was a rich farmer with a lot of land. Like most rich farmers, he employed two or three labourers on his land in order to cultivate it properly. He and his labourers worked hard together throughout the year. They planted different crops and pulled out all the weeds.



Then, when it was time for the harvest, there was more work. So during that season he employed more labourers. They cut and threshed all the crops and washed the jute in the river.

Abdur Rahman was one of the best farmers in his district. His fields were very fertile, because he knew how many times to plough them. He also dug wells and canals in order to irrigate his fields throughout the year. So his crops were also excellent. "If you want a good harvest, you must work very hard, sow good seeds and water the young plants carefully," he said.

## B Choose the correct statement.

- 1 Abdur Rahman employed labourers because he
  - a was rich.
  - b had a lot of land.
  - c was born a long time ago.
- 2 He worked harder during the harvest because there
  - a were more labourers.
  - b was more time.
  - c was more work.
- 3 During the harvest they
  - a cut and threshed the crops.
  - b sowed the seeds.
  - c planted the different crops.
- 4 Abdur Rahman's fields were fertile because he
  - a washed the jute in the river.
  - b ploughed and watered them.
  - c pulled out all the weeds.
- 5 Abdur Rahman was one of the best farmers in his district because he
  - a employed a lot of labourers.
  - b wanted his harvest to be good.
  - c worked very hard.

## C Ask and answer questions..

- 1 Use these clues to fill in the gaps:

harvest    thr oughout    water    cultivate    properly

Then ask and answer questions about Abdur Rahman like this :

A What did Abdur Rahman want?

B He wanted a good ..... (etc.)

- 2 Abdur Rahman wanted good harvests. Now ask and answer about the 8 things he did, in order to have them. First fill in the gaps.

A What 8 things did Abdur Rahman do in order to have these 3 things?

B He (a) employed ..... What else did he do to have them?

A/B He

b ..... wells and canals.

c ploughed his .....

d ..... seeds.

e watered the young .....

f .....his fields.

g threshed all the .....

h washed the .....in the river.

## D Write about

Abdur Rahman Rafiq's & father Haspia's husband Rafiq

Use these clues to write 5 answer in your exercise book :

You can use one clue more than once

employed labourers poor farmer worked hard helped father

The first one is done for you.

- Example :
- 1 Like most rich farmers, Abdur Rahman employed labourers.
  - 2 Like most labourers.....
  - 3 Like most people in Sonapur.....
  - 4 Like most good farmers.....
  - 5 Like most young boys.....

## Lesson 3

### Abdur Rahman : Part 2

#### A Talk about the picture and read more about Abdur Rahman and his family.

Abdur Rahman married when he was a young man and had a large family. He and his wife, Khaleda, had six sons and four daughters altogether and they all lived happily near Sonapur. They had enough land to feed their family. It was fertile and Abdur Rahman farmed it well.

In 1897 Rafiq's great-grandfather, Abdur Rahim, was born. Abdur Rahman was only twenty-three years old then. After some time their children grew up, married and gave them many grandchildren. Abdur Rahman and Khaleda were happy because they were very fond of children.



Rafiq's grandfather, Khaibur Rahman, was born in 1921, when Abdur Rahman was nearly fifty. Because Abdur Rahman was a strong, healthy man, he lived for many years. In 1945 Rafiq's father, Abdul Majed, was born. His great-grandfather, Abdur Rahman, died two years later. He was seventy-four years old.

**B Complete the statements.**

- 1 Abdur Rahman was born in .....
- 2 He had ..... children.
- 3 He and Khaleda were happy, because they were ..... of children.
- 4 ..... was Abdur Rahman's grandson.
- 5 ..... was his great-grandson.

**C Write 6 true sentences from the table like this :**

Example : 1 Rafiq was fond of Mrs Chowdhury

Rafiq Kahibur Rahman Abdur Rahman and Khaleda Abdur Rahman	was were	fond of	Mrs Chowdhury. children. Endon. his grandfather. farming. Rafiq.
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**D Use the clues to make 6 true sentences about Abdur Rahman.**

Abdur Rahman had enough

land wells money laboures  
to

thresh his crops.

water his fields.

grow many crops.

feed his family.

cultivate his land.

buy a lot of seeds.

Example : 1 Abdur Rahman had enough labourers to thresh his crops.

Write your sentences in your exercise book.

## Lesson 4

# Abdur Rahim's Story

**A Talk about the picture and look at the questions.**

- 1 Who was Abdur Rahim?
- 2 Why did he receive some land?
- 3 How large was his family?

Now listen to the passage about Abdur Rahim.



B First listen to the passage again. Next ask and answer the questions. Then write your answers in your exercise book.

- 1 How much land did Abdur Rahim receive?
- 2 What did he grow on his land?
- 3 What was his wife called?
- 4 What was his eldest son called?
- 5 How many bighas of land did Abdur Rahman have?

When you have written your answers, listen to the passage again and check them.

Then work out the answer to this question:

C Complete the family tree.

Use information in Lessons 3 and 4 to complete Rafiq's Family Tree. Fill in gap 1 with name, and gap 2 with the date of birth.

From Great-Great-Grandfather To Grandfather

Great-Great-Grandfather

Great-Great-Grandmother

1 .....  
2 .....

1 .....  
2 .....

Great-Grandfather

Great-Grandmother

1 .....  
2 .....

1 .....  
2 .....

Grandfather

1 .....  
2 .....

1 .....  
2 .....

D Use everything in the table to make five correct sentences like this:

Abdur Rahim was able to sow enough seeds to keep himself and his family.

Then check your sentences by asking and answering like this :

A What was Abdur Rahim able to do?

B He was able to sow enough seeds to keep himself and his family.

What else ..... ?

sow cultivate wash grow plant	enough	rice jute land vegetables seeds
---	--------	---

## Lesson 5

# Birth & Death

A Talk about the picture and answer questions on them.

1 First point and ask and answer questions about the pictures like this :

1 Pictures 1/2/3 :

What are Abdur Rahman and his labourers doing?

2 Pictures 4/5/6 :

What are Abdur Rahim and his sons doing?



2 Then use the pictures to ask and answer questions like this :

A Why did Abdur Rahman plough his fields?

B In order to cultivate them. Why did he ..... ?

**B** Read and act out the dialogue. Rafiq is talking to his grandfather.

- Rafiq : What was my great-grandfather like, grandfather?  
 Khaibur Rahman : Oh, my father was a very strong and healthy man, just like his father.  
 Rafiq : And Just like you too, grandfather Did they live a long time  
 Khaibur Rahman : Certainly! My father lived for seventy-two years. When you were born in 1968, he was still alive, you know  
 Rafiq : I can't remember him.  
 Khaibur Rahman : Of course not, Rafiq. You were only a baby then!  
 Rafiq : How old was I, grandfather?  
 Khaibur Rahman : Just one year old when my father died.

**C** Ask and answer questions :

- 1 Who was Khaibur Rahman's grandfather?
- 2 Who lived a long time?
- 3 Who were strong and healthy?
- 4 Who wasn't Rafiq able to remember?
- 5 When did Rafiq's great-grandfather die?

**D** Fill in the gaps in the paragraph. Use the correct form of these verbs :

take      give      die      have      able

Khaibur Rahman is talking to his grandson, Rafiq.

"When I was young, my little sister, Siddiqua, became very sick. My parents were very worried, but they weren't ..... to help her. We ..... her to the doctor in Sonapur and he ..... her some medicine. But Siddiqua didn't get better and a few days later she..... After that my parents didn't ..... any more children."

## Lesson 6

# Rafiq's Grandfather

**A** Talk about the picture and read about Rafiq's grandfather.

Ahdur Rahim, Rafiq's great-grandfather, died in 1969. Rafiq's father, Abdul Majed, was a young man of only twenty-four at that time. He and his wife, Farah, were very proud of their little son, Rafiq.

When Abdur Rahim died, Rafiq's grandfather, Khaibur Rahman, divided his father's land between himself and his younger brother and sister.

He received two bighas of land. Altogether Khaibur Rahman received nine fields, but they weren't all in one place. And like his younger brother and sister, some of his fields were fertile but some were poor and dry.



Khaibur Rahman

Khaibur Rahman's grandfather owned forty bighas of land. That was enough for a large family. But with only two bighas of land, life wasn't easy for Rafiq's grandfather.

### B Complete the statements.

- 1 Abdul Majed was ..... when his ..... died.
- 2 Khaibur Rahman ..... his father's land between....., people.
- 3 Some of Khaibur Rahman's fields were ..... , but others were..... and ..... , because they weren't all in one
- 4 Rafiq's grandfather had much ..... land than his grandfather, so life was ..... difficult for him.

### C Complete Table 1 and the paragraph.

- 1 Use information in lesson 4 and this lesson to complete

Table 1

Table 1

Name	Bighas of land
Abdur Rahman	
	5
Khaibur Rahman	

### 2 Now use the table and the clues to complete the paragraph.

less      least      enough      more      most

Rafiq's great-grandfather had the..... land. He had thirty-five bighas of land ..... than his son and it was ..... for his large family. Rafiq's grandfather had the ..... land. He had three bighas..... than his father and it wasn't ..... for a large family.

### D Make sentences using enough for .

- 1 How much do the things in Table 2 cost? Make a list of these things and write down how much they cost in your exercise book.



2 Then use Table 2 to make true sentences about these things like this:

Example : 1 A hundred taka isn't enough for ten packets of tea.

3 If you have time, make similar statements about some other amounts / things. (i.e. 20 kg rice, six eggs etc.)

Table 2

Ten Thirty Fifty Seventy A hundred	taka	isn't is is more than	enough for	ten kg of rice two kg of sugar. ten bananas. ten packets of tea. a loaf of bread.
--	------	-----------------------------	------------	---

## Lesson 7

# Sowing

A Talk about the picture and read and listen to the poem.

It was a perfect day  
For sowing; just  
As sweet and dry was the ground  
As tobacco dust.

I tasted deep the hour  
Between the far.  
Owl's chuckling first soft cry  
And the first star



A long stretched hour it was;  
Nothing undone Remaining;  
the early seeds  
All safely sown.

Edward Thomas.

B True or false? If false, give the correct information.

- 1 The poem is about the harvest season.
- 2 The dry soil was good for sowing seeds.
- 3 The hour was during the morning.
- 4 All the work was done.

C Make correct sentences from the table.

1 First look at these two sentences:

- 1 He sowed enough seeds to keep himself and his family
- 2 There were enough seeds for himself and his family

2 Now make six correct sentences from the table like this:

Example : 1 The farmer has sown enough seeds to get a good harvest.

The farmer has sown enough seeds	to for	get a good harvest. himself and his family. the next season. grow many crops earn a lot of money. all his fields.
----------------------------------	-----------	--

D Now use Table 1 in Lesson 6 again and all the clues to fill in the gaps.

most    more    least    less    fewest    fewer

- 1 Abdur Rahim had ..... bighas of land than Abdur Rahman, but Khaibur Rahman had the .....
- 2 Abdur Rahman had the ..... land and Khaibur Rahman had the .....
- 3 Abdur Rahim had ..... land than Khaibur-Rahman but ..... than Abdur Rahman.

## Lesson 8

# The Problems Of Farming

A Look at the picture and read the passage.

"Khaibur Rahman has worked hard on his own two bigha of land since 1969, but there are problem. For example it's not possible to plough all his fields properly because some of them are very narrow and he can't turn his bullocks round in them.

People have irrigated the land since 1895, when Abdur Rahman started to farm. But now it's impossible for Khaibur Rahman to irrigate his nine fields properly. His grandfather's wells are still there, but other people's land is around his. And these people don't let him dig canals through their fields. So Khaibur Rahman and his two sons carry water in buckets, but it's difficult and they can't carry enough water



Because of these problems, life isn't easy for Khaibur Rahman and he isn't able to produce enough food and jute for himself and his family now.

**B Choose the correct statement.**

- 1 Khaibur Rahman has looked after his nine fields since  
a 1895.      b 1969.      c 1932.
- 2 It's not possible to plough all Khaibur Rahman's fields properly because  
a some of them are narrow.  
b he uses bullocks.  
c he only has two bighas of land.
3. It's impossible to irrigate all Khaibur Rahman's fields properly because  
a people have irrigated them since 1985.  
b his grandfather's wells are still there.  
c other people's land is around his.
- 4 Khaibur Rahman and his sons carry water in buckets because he can't  
a turn his bullocks round in all the fields.  
b dig canals through other people's fields.  
c produce enough food and jute for his family.
- 5 It's not possible to produce enough food now because Khaibur Rahman  
a can't enough and irrigate his fields properly.  
b carries water in buckets.  
c has irrigated the land since 1895.

**C Make sentences with 'since'.**

- 1 First look at information about Rafiq, his father and grandfather in table 1.

Table 1

Name	Event	Year
Khaibur Rahman	started farming	1932
Abdul Majed	" "	1957
Khaibur Rahman	" " own land	1969
Rafiq	went to school	1974
"	" " secondary school	1980

- 2 Then use the information to make true statements about them like this :

Example : 1 Khaibur Rahman has farmed since 1932.

Now make 4 more statements and write them in your exercise book.

D Use Table 2 to make 7 true sentences with 'possible' and 'impossible' like this :

Example : 1 It's possible to see an owl during the night.

Table 2

It's	possible impossible	to	see an owl during the night. buy ten kg of rice with 50 taka. travel to Mongolia by ship. see an emu in your school. travel by subway in Bangladesh. see a star in the sky during the day. plough the soil with bullocks.
------	------------------------	----	---

## Lesson 9

# Sharing The Land

A Read and act out the dialogue.

Rafiq is talking with his grandfather.

Khaibur : Rafiq, I'm thinking about my land.

Rafiq : What about it, grandfather?

Khaibur : When I die, your father and uncle will divide it, but it's so small now that life's already very difficult. If it gets smaller, it will become impossible.

Rafiq : What can we do, grandfather?

Khaibur : Go to the Agriculture Officer and ask him about sharing the land.

Rafiq : Sharing the land? But grandfather, it's been ours since great-grandfather lived here.

Khaibur : Yes, but now we must share it. If I tell you a story, I think you'll agree with me. It's about sharing and it's called 'Dividing The Bread.'

B Complete the statements.

1 Khaibur was thinking about .....land.

2 When Khaibur dies, his two ..... will divide his land.

3 Life is very.....because Khaibur's land is already so small.

4 Life will become ..... if Khaibur's land gets .....

5 Khaibur's family have owned the land .....Abdur Rahman lived there.

**C Write 5 more meaningful sentences from the table like this :**

Example : 1 The soil was so dry that it was impossible to cultivate.

The	soil well land field	was so	devided dry narrow fertile	that it was	easy difficult impossible	to	plough. irrigate. use. cultivate.
-----	-------------------------------	--------	-------------------------------------	-------------	---------------------------------	----	--

**D Read and macth.**

Join Lists A and B with 'since' to make correct statements like this :

E xample : 1 Mrs Chowdhury has taught Samira since she became a student in Class 7

Now write your correct statements in your exercise book.

List A

Mrs Chowdhury has taught

Rafiq has known Karim.

Amina has written to Eewanna.

Samira has been to many places.

K amrul has lived in Sonapur.

Laila hasn't seen an owl.

List B

She visited her relatives in the hills in Samira. 1986.

His parents came to work there in 1971.

She became a student in Class 7.

They started at Sonapur High School in 1980.

She first went to Khulna by train in 1981.

She wrote her letter on the 15th of June 1981.

## Lesson 10

## Dividing The Bread : Part 1

A Talk about the picture and read the first part of Khaibur Rahman's story.

Once two rats found a piece of bread. They couldn't agree on how to divide it because each rat wanted a larger piece than the other. Then one of the rats said, "We've argued and fought for so long that now we're tired. Let's go and see our friend, Mr Monkey, and ask for his advice." Mr Monkey was so wise and just that the other rat agreed to take their problem to him.



When they saw Mr Monkey, they asked him to divide their bread into two equal halves. "Well, that's not easy," said Mr Monkey. "So it'll cost you a lot." Then Mr Monkey broke the bread into two pieces and put them on his scales.

B True or false ?

- 1 The two rats didn't want to divide their bread.
- 2 They quarrelled with each other for a long time.
- 3 They were so tired that they went to Mr Monkey.
- 4 Mr Monkey said that their problem was easy.
- 5 He said that his advice was expensive.

C Use the clues below to make 6 correct sentences with 'so' and 'that'. The first one is done for you :

Example : 1 Abdur Rahman was so rich that he could look after a large family.

- |   |                |   |         |   |                           |
|---|----------------|---|---------|---|---------------------------|
| 1 | Abdur Rahman   | ~ | rich    | ~ | look after a large family |
| 2 | His wells      | ~ | deep    | ~ | irrigate a lot of land    |
| 3 | His soil       | ~ | fertile | ~ | grow many crops           |
| 4 | His bullocks   | ~ | strong  | ~ | plough many fields        |
| 5 | Khaibur Rahman | ~ | wise    | ~ | tell many stories         |
| 6 | His sister     | ~ | sick    | ~ | get any better            |

**D Make sentences**

1 First look at Table 1.

Table 1

Date	Name	Time
June 20, 1981	Mrs Chowdhury	5 months
May 21, 1981	Rafiq	year and 4 months
January 4, 1993	Kamrul	twenty-two years
July 16, 1992	Laila	six years

2 Next use the table and List A in Lesson 9, Section D to make correct sentences joined with 'and' about these four people. Use 'for' in the second sentence like this:

Example: 1 It's the 20th of June 1981 and Mrs Chowdhury has taught Samira for five months.

3 Now use Table 2 to ask and answer these questions in pairs like this.

A How long have you been a student (name of partner) .....?

B I've been a student for (number of years) ..... years.  
How long .....?

Table 2

How long have you	been a school student? studied English? been in Class 7? been at this school? been at school today?
-------------------	---

## Lesson 11

## Dividing The Bread : Part 2

A Look at the questions and listen to the rest of Khaibur Rahman's story:

- 1 What did Mr Monkey use to divide the bread equally?
- 2 Why did the rats ask Mr Monkey to stop? 3 How much bread did the rats get?

B Now listen to the story again and ask and answer these questions.

- 1 Why did Mr Monkey try to divide the bread so many times?
- 2 How many times did Mr Monkey try before the rats shouted, "Stop!"?
- 3 Why did the rats ask Mr Monkey to stop again?
- 4 What did they agree to do?
- 5 Who was angry?

Then listen to the story again and check your answers.

C Ask and answer more questions. Discuss and give reasons for all your answers.

- 1 Who do you think was greedy in the story?
- 2 Do you think Mr Monkey was just?
- 3 Do you think he was wise?

4 First read the dialogue in Lesson 9 again.

Why do you think Khaibur Rahman told this story to Rafiq?

D Use these words to fill in the gaps. You can use some of them twice, but use the correct form of the verbs.

share      divide      teach      wiser

Rafiq and his grandfather continue their conversation.

"That's a good story, grandfather," said Rafiq. "Mr Monkey was ..... than the rats and he's .....me something too!" "Really, Rafiq?" grandfather laughed. "Yes, grandfather. It's much..... to share the land than .....it. So I'll ask the Agriculture Officer about ..... our land tomorrow .



## Lesson 12

# The Collective Farm

A Talk about the picture and read the passage.

The following day Rafiq visited Mr Anukul Mukherjee, the local Agriculture Officer and told him about grandfather's land. Mr Mukherjee listened and said, "I'm not surprised. The same thing's happened to a lot of other families in our thana. They've all lost their land and become poor. But I think things are beginning to change now. Some farmers in your village have been working together to make a collective farm. They want to help one another. Why don't you go and discuss it with them?"



So Rafiq went and talked with the farmers. "How have you made your collective farm?" asked Rafiq. "Well, we've broken the boundaries between our fields because they were too small and narrow." One of the farmers explained. "And now we're able to sow and plough all the land together. We're also able to borrow money from the bank to buy better seeds and fertilizers." "Really?" said Rafiq, surprised. "Yes. It's because we're many farmers all working together," another farmer explained.

B Use the clues to complete the paragraph. Use the correct form of the verb.

borrow boundaries work collective change join

The farmers needed to .....their ways so they..... together to make a larger farm. They broke their ..... to make it and called it a ..... farm. They all ..... together and were able to .....money and buy better seeds and fertilizers.

C Make 6 more correct sentences from the table like this:

Example : I Wise farmers have been borrowing money from the bank.

Poor farmers Wise farmers Local farmers	have been	borrowing breaking working joining making helping buying	better seeds and fertilizers. each other. a collective farm. their boundaries. together. their small fields together. money from the bank.
---	-----------	--	--

Then write them in your exercise book.

D Make a list of everything farmers are able to do when they work together.  
Use the clues and write your list like this:

1 Join fields together to make a collective farm

2 Help.....

join help plough borrow buy

Then check your list by asking and answering questions like this:

A What are farmers able to do when they work together?

B They're able to join their fields together to make a collective farm. What else are they able to do?

## Lesson 13

# The Advantages Of Working Together

A Read the dialogue and act it out.

Rafiq continues to talk to the farmers about the collective farm.

Rafiq : Borrowing money from money-lenders is dangerous, but do banks lend money?

Farmer 1 : Yes. It's because we've a large farm and there are many of us. They know we're safe.

Farmer 2 : We've also been helping each other, because we know about different things.

Farmer 3 : Some of us know a lot about growing rice.

Farmer 4 : Others about sugar-cane.

Farmer 5 : And others about jute. So we've been sharing our skills and knowledge.

Farmer 6 : But the important thing is this: we're never alone!

## B Ask and answer questions

- 1 What do money-lenders do ?
- 2 When do banks lend money to farmers?
- 3 What are the advantages of not being alone? (In this dialogue only.)
- 4 (Look at lesson 12 D.) How many advantages are there altogether in working together?
- 5 Which advantage do you think is the most important? (Give a reason.)

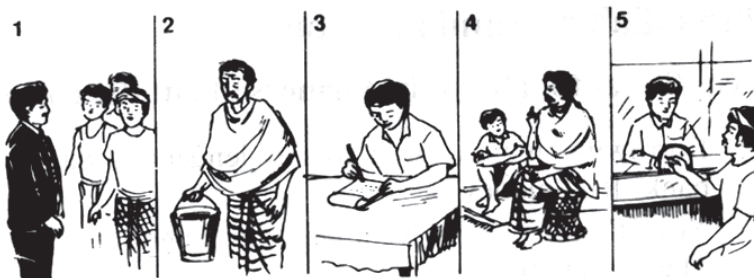
## C Ask and answer questions.

First read these sentences.

- a The farmers have been helping each other.
- b They've been sharing their skills and knowledge.

Now point to the pictures and ask and answer questions like this:

- A What has Mr Mukherjee been doing ?
- B He's been talking to some farmers. What have the farmers been doing?



## D Talk about yourselves.

First ask and answer questions about yourselves like this:

- A What have you been doing this (morning/afternoon) .....
- B I've been ..... How about you?

Then ask and answer questions around the class like this:

- A What's (name of B's partner) .....been doing this (morning/ afternoon)?
- B (He's/She's) .....been ..... How about (name of A's partner)?

## Lesson 14

# Let's Open A Shop

**A** Talk about the picture and read the passage.

One day Rafiq and his friends were talking at school  
"Can I borrow a pencil?" somebody

asked. "Have you forgotten it again?" another student  
asked. The boy felt shy and was quiet. Everybody felt  
sorry for him, but nobody said anything. They knew he  
was poor. Karim quietly lent him a pencil. Then the boy  
said, "I've been asking my father for one since last Monday."



"Can I tell you something?" Kamrul said. "I've been getting things cheaply from a  
shopkeeper in the market since I was in primary school. It's because my father knows  
him. If I buy things cheaply from him and then sell them, it may be easier for  
everybody." "Why not open a shop in Our school?" suggested Rafiq. "That's a good  
idea?" said Kamrul. "Let's discuss it with Mrs Chowdhury." "Yes, let's!" agreed  
everybody.

**B** Complete the statements with one word.

- 1 ..... wanted to borrow a pencil.
- 2 The boy didn't say ..... because he felt shy.
- 3 The students felt ..... for the boy because he was .....
- 4 Kamrul got things..... because his father knew a .....
- 5 Kamrul wanted to .... things to everybody to make their life .....
- 6 Everybody wanted to..... Rafiq's .....

**C** Join Lists A & B with 'has been' and Lists B & C with 'since' to  
make 4 more sentences like this:

Example : 1 Kamrul has been getting things cheaply since he was at primary school.

### List A

Kamrul

The poor boy

Rafiq

Mrs Chowdhury

Karim

### List B

teaching Class 7

helping, the boy every day

borrowing a pencil every day

getting things cheaply

talking with his friends

### List C

last Monday

he was at primary school

January

ten o'clock

last week

Write the 4 sentences in your exercise book.

D Fill in the gaps with one of these words:

somebody

everybody

nobody

Then all the students went to see Mrs Chowdhury. At first..... felt shy, so ..... said anything. 'Won't ..... say something?' asked Mrs Chowdhury. Then ..... spoke together. "I can't hear anything when .....speaks together," she said. "Rafiq, you tell me." Then Rafiq spoke and ..... listened to him.

## Lesson 15

# Let's Become Shopkeepers!

A Read and act out the dialogue.

Rafiq has told Mrs Chowdhury about class 7's idea.

Mrs Chowdhury : Thank you, Rafiq. That's a very useful idea. Amina, isn't your father a shopkeeper'?

Amina : Yes, madam.

Mrs Chowdhury : Then you may have a lot of helpful suggestions and we'll be grateful for them.

Kamrul : I've been helping in my- friend's shop for quite a long time, madam.

Mrs Chowdhury : Good, Kamrul. Experience is the most important thing.

Samira : But where can we run our shop, madam?

Mrs Chowdhury : I'll discuss it with the headmaster as soon as possible.  
He may give us a small room if we're lucky.

Mina : Can we all become shopkeepers, madam?

Mrs Chowdhury : Well, why not?

B Ask and answer the questions:

- 1 What will Amina's suggestions be about, if she makes them?
- 2 Why may she have a lot of them?
- 3 What is Kamrul's experience?
- 4 Why do you think experience is so important?
- 5 What is Mrs Chowdhury going to discuss with the headmaster'?

C Write 4 more sentences from Table 1 in your exercise book like this :

Example : 1 Mina's mother has been teaching in a primary school for twenty-one years.

Table 1

Mina's mother Kamrul's Kamrul's friend's Arnina's Amina's father.	been	helping teaching running his shop	in a primary school for twenty-one years. in his friend's shop for quite a long time. his shop for as long as Amina's father. in her father's shop for many years. for thirty-five years.
---	------	--	---

Then check your answers by asking and answering question like this :

A How long has Mina's mother been teaching?

B For twenty-one years. How long has Kamrul been .....?

D Make 5 sentences using the clues and Table 2. Join them with 'when' like this :"

Example : 1 It was helpful when Rafiq spoke to Mrs Chowdhury as clearly as possible.

The students were grateful It was useful It was helpful

Table 2

Rafiq Mrs Chowdhury Amina Kamrul Samira and Mina	spoke to Mrs Chowdhury saw the headmaster explained everything bought things asked their questions	as	clearly quickly simply cheaply nicely	as possible.
--	--	----	---	--------------

## Lesson 16

# The Headmaster's Speech

A Talk about the picture and read the headmaster's speech.

The headmaster of Sonapur High School is talking to his students.

"Some of you know that I've been talking with Mrs Chowdhury and some of her Class 7 students for a few days about starting a school shop. Yesterday I also discussed it with our other teachers and we all think it an excellent idea. And you all think it's an exciting idea, too. So we've agreed to use the room next to my office for a school shop. Nobody's been using it since the beginning of this term and it's about the right size."



"We hope to start our school shop as soon as possible. Everyone may use it. Two students from every class will be representatives on the Shop Committee. Mrs Chowdhury and I will run the committee and the committee will run the shop. We want to meet and discuss every thing as early as possible. So your teachers will help you to vote for your representatives during your first lesson this morning.

**B True or false? If false, give the correct information.**

- 1 The headmaster discussed the idea with all the teachers.
- 2 All the students wanted to have a school shop.
- 3 They agreed to use the headmaster's office for a school shop.
- 4 The room was empty.
- 5 Two students from every class may use the school shop.
- 6 Every student will vote for two representatives.

**C Fill in the gaps**

Look at the two sentences.

- a The headmaster's been talking with Mrs Chowdhury for a few days.
- b Nobody's been using the room since the beginning of the term.

Now fill in the gaps in these sentences with either 'for' or 'since'.

- 1 Sonapur High School has been running a shop ..... 1981.
- 2 Rafiq has been helping in the shop ..... a long time.
- 3 The headmaster has been running the school.....the Liberation War.
- 4 The Committee has been meeting every month ..... twelve years.
- 5 Samira hasn't bought anything ..... two or three days.
- 6 Karim and Kamrul have been going to college ..... they left school.

**D Read the paragraph. The sentences are in the wrong order.**

Rafiq was one of them. Karim, Samira and Mina made lists of them. The committee met on the 30 of May 1981. They painted the shop very brightly. Then Kamrul started to buy lots of things from his friend's shop. They agreed to open the shop after a month. First they chose people to paint and clean it.

Now write them in the correct order.

## Lesson 17

# Friends

A Talk about the picture. Then read and act out the dialogue.

Rafiq is returning home from school.

- Rafiq : Hello Karim. Where are you going?  
Karim : Bashir's house.  
Rafiq : Isn't that Samira's younger brother?  
Karim : Yes, we're cousins. I want to show him this book.  
Rafiq : Where did you buy it?  
Karim : In the school shop this morning. Don't you remember?  
Rafiq : Oh yes, of course. I sold it to you! I was so busy I forgot.  
Karim : Yes, the shop's doing very well these days.  
Rafiq : So well in fact that we're making a large profit. Is the book interesting?  
Karim : Yes, I especially like this poem by Kazi Nazrul Islam. It makes me think of the beautiful countryside around Sonapur.



B Choose the correct statement.

- 1 Karim was going to
  - a Samira's village.
  - b his home.
  - c Rafiq's house.
- 2 Karim and Rafiq were
  - a cousins.
  - b friends.
  - c relatives.
- 3 Karim wanted to show his book to
  - a Rafiq
  - b Samira.
  - c Bashir.



4 Rafiq sold Karim the book because he

- a studies in the same class.
- b works in the school shop.
- c was so busy he forgot about it.

5 The shop was doing well because

- a Rafiq sold a book.
- b the book was interesting.
- c it was busy.

C Make 5 more correct sentences from the table about the collective farm and the school shop like this :

Example : 1 The collective farm was doing so well that it made a large profit.

was was doing was working	so	busy well clean	that	everyone liked it. the students sold a lot of things. it made a large profit. the harvest was excellent. Rafiq's family were happy.
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D Complete the paragraph. Use the correct form of the verb in brackets. The first one is done for you.

Rafiq has arrived home from school and is talking with his grandfather.

Hello, Rafiq. What have you (do) been doing today?" said grandfather..... I (work) ..... in our school shop, grandfather," replied Rafiq. "That's good. I'm happy you (help) ..... How's it doing ?" "Very well," Rafiq replied. "It (make) ..... a large profit these days and like (work) there." "Yes, working with friends is enjoyable," said grandfather. "It's the same on our farm. We (do) ..... much better since we joined the collective farm."

## Lesson 18

# The Song Of The Farmer

- A Talk about the picture. Then read and listen to the poem by Kazi Nazrul Islam.



### THE SONG OF THE FARMER

We rise in early morn  
And plough this earth  
That gives golden grain  
Providing food for mankind.  
We watch the tender green plants grow  
For hours together  
And yet feel that we could watch  
For hours more.

The sight never makes us weary:  
They are our sons and daughters  
Those grains that will fill our granary.  
We do not seek .

The pleasure of heaven;  
We consider it  
Enough to make us happy  
To get our golden grains.

Kazi Nazrul Islam  
(Adapted from a translation by Kabir Chowdhury)

**B Ask and answer questions.**

- 1 What do farmers give to mankind?
- 2 What does the poet call 'our sons and daughters'?
- 3 Why does he want to watch them 'for hours together'?
- 4 What gives the poet the most pleasure?
- 5 Do you agree with him?

**C Talk and write about yourselves.**

Ask and Answer: "What gives you the most pleasure in life ?"  
Give a reason.

Write your answer in your exercise book like this:

..... gives me the most pleasure in life, because.....

## Listening Comprehension Passage for Unit I

## Lesson 8

## Laila's Diary

Laila stood with her father outside her uncle and aunt's house. "Laila, have you enjoyed your visit?" her aunt asked. "Yes, thank you," replied Laila. "Very much indeed!" "Then why don't you write about it in your diary?" asked her aunt. But Laila didn't have a diary.

Laila returned to her village with her father. In Sonapur she said, "Father, please buy me a diary. I want to write about my visit." "Of course," said father. "It's a good idea." So he bought one for her.

Laila sat at home and looked out of the window. She saw the beautiful river and remembered everything: the journey through the hills; her aunt and uncle's village; her cousin and all the people there. Then she began to write in her new diary.

## Listening Comprehension Passage for Unit 1

## Lesson 15

## Travelling In Bangladesh

Now Samira is twenty-four and has been to many places. She often travelled with Laila. For example, in 1987 they travelled to Dhaka together. It was March and very hot, but they enjoyed their journey by train. The following January, they visited Laila's relatives in Chittagong. Laila's sister, Salma, also went with them. It was her first train journey.

The following year, in April 1989, Samira and Bashir visited their uncle and aunt in K hulna again. This time they went by bus. Laila couldn't go, because she was staying with her relatives in Sylhet.

In January 1991 Lucy visited Sonapur. Samira and Laila took her to many places including Rajshahi, Comilla and Cox's Bazar. Lucy saw the beautiful green countryside from train and bus windows.

## Listening Comprehension Passage for Unit 1

### Lesson 21

# The Fox Without A Tail : Part 2

Mrs Amin continues to tell her class the story.

"My friends", said Mr Fox. "I've discovered something. I've found something, new. Tell me, why do we need our tails ? Are they necessary ?"

The other foxes were silent. Mr Fox wanted to trick them, but they didn't know. They thought and they thought. Then one of them said, "We don't know. We've never thought about our tails before."

Mr Fox felt very pleased and said, "Friends, You've never thought about your tails, but I have. I often think about them. I've thought about them a lot and I've made a very important discovery. Dear friends, we don't need our tails. They're not necessary. In fact they're useless. They look ugly and dirty. Look! I've cut mine off. Now, be clever like me and cut yours off too! Cut them off now!"

## Listening, Comprehension Passage for Unit 1

### Lesson 29

# The Famous Gymnast

This is what Samira, Lucy and Mina read in Karim's book about Li Jing.

Li Jing was born in the east of China to the south of the capital city. Being One day in 1979, when he was nine years old, his headmaster spoke to him. "Li Jing," he said. "You like gymnastics, but it's a difficult sport. If you want to do well, you must practise and work very hard." "Yes, I know," said Li Jing, "But I feel very happy when I'm practicing and working very hard."

"That's good," the headmaster continued. "But you can't stay here. You must go to Beijing." "Why?" asked Li Jing. "Because if you want to do well, you must have excellent teachers," the headmaster replied. "And there aren't any here."

So Li Jing went to Beijing. "It wasn't easy," Li Jing said. "I was only nine years old and I missed my mother a lot." But now Li Jing is a world-famous gymnast.

## Listening Comprehension Passage for Unit 2

### Lesson 7

# The Scientist

Masuda knows that dirt is dangerous for babies, but sometimes even the drinking water is dirty in Bangladesh. So then it's necessary to boil it. People can boil water in many ways. They can use kerosene, electricity, gas or wood. But these things are not cheap. And if people use wood, they will cut down a lot of trees. But trees are necessary. We must plant trees, not cut them down. So what can we do?

In 1976 a scientist at Gonoshasto Kendro thought about this problem. "How can people boil water cheaply?" he asked himself. It was a very hot day. He looked at the sun and suddenly remembered two important things. 1. When the sun's rays shine into a mirror, they will become very hot. 2. The sun's rays can shine through water. "So let's use the sun's rays to boil water," the scientist thought to himself.

## Listening Comprehension Passage for Unit 3

### Lesson 5

# Amina's Letter : Part 3

Our country is very beautiful because it's very green. Everywhere we can see so many green trees and different crops. And it looks more beautiful in the wet season because it looks greener then. Everyone feels happy again when the rain comes. After the hottest season the rain makes us cool. It is the best time of the year.

Bangladesh is also a country of music, poetry and drama. Kazi Nazrul Islam and Jasim Uddin are two of our famous poets. Which one is better? I don't know, but I want to send you a poem by Jasim Uddin. I like it very much. I think you'll like it too because it will help you to understand my country.

Please write to me soon and tell me all about yourself, your school and your country.

From your friend, Amina.

## Listening Comprehension Passage for Unit 3

### Lesson 9

## Letter From Australia : Part 3

Australian Aborigines live very different lives now but we like thinking about our past. We think our past life was like a dream. We often sing together so that we can remember it.

Australian Aborigines like art and music. Our most famous painter is Albert Namatjira. I like looking at his paintings, but I think my father's paintings are better. I'll send you a postcard next time so that you can see an Aboriginal painting. When you write, please send me a postcard of a Bangladeshi painting.

This time I'm going to send you a short poem about an Australian bird. It's called an emu and it lives in the wild spaces of the Great Central Desert. It's very large but it cannot fly. They are interesting, strange birds.

That's all for now, Amina. Please write soon and tell me more about yourself.

From your friend,

Eewanna.

## Listening Comprehension Passage for Unit 3

### Lesson 15

## Letter From Canada : Part 2

My life's certainly very different from yours. You live in a village, but I live in a big modern city. Montreal is full of large offices, shops, factories and many other buildings. And there are very many roads with a lot of traffic. I dislike the traffic because it's very dirty and noisy. And sometimes when you travel in the city you may wait in the traffic for hours and hours.

Montreal also has an underground railway. It's a railway but it goes under the ground. It's called the 'subway' and it's the fastest way to travel inside the city. I'm lucky because there's a subway station quite near my home and I use it every day to travel to school. It's an easy way to travel, but you can't travel outside the city on the subway.

## Listening Comprehension Passage for Unit 4

## Lesson 4

## Abdur Rahim's Story

When Abdur Rahman died, his six sons and four daughters divided their father's land between themselves. Each brother received five bighas of land and each daughter received two and a half bighas. So Rafiq's greatgrandfather, Abdur Rahim, received five bighas of land. It wasn't much, but it was enough to keep a small family.

Abdur Rahim's family was smaller than his father's. He had only four children. He lived happily with his wife, Shiuly, his eldest son, Khaibur Rahman, and Khaibur's younger brother and two sisters. Like his father, Abdur Rahim was a good farmer and he worked very hard. He was able to grow enough rice, jute and vegetables on his land to keep himself and his family. His fields were near the river and they were fertile.

## Listening Comprehension Passage for Unit 4

## Lesson 11

## Dividing The Bread : Part 2

"Oh, dear," Mr Monkey said. "This piece is heavier than the other. I'll take a small bite out of it." But when he put it back on the scales, the other piece was heavier. So he bit a small piece out of that and put it back on the scales. But still the pieces were unequal, so he tried again.

"Stop!" shouted the two rats. "You're eating all our bread!" "Well, didn't you ask me to divide it equally?" Mr Monkey asked. "I'm doing my best, but I told you it's difficult."

Mr Monkey tried many times and soon there was only a very small piece of bread left. "Stop! Stop!" shouted the rats again. "We agree to divide it ourselves. Give us that little piece!" "What?" shouted Mr Monkey angrily. "This is my piece. Haven't I done a lot of work for you?"





**2010**  
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– মাননীয় প্রধানমন্ত্রী শেখ হাসিনা

**There is no gain without pain**



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